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ABSTRACT

The final report of the Cooperative Industrial Education (CIE) Coordinators' Workshop (New Jersey, 1973) includes statements relating to conference objectives, edited transcripts of presentations, summary statements by group discussion leaders, an evaluation of the conference proceedings, and an introductory statement of accomplishments that resulted from the conference. Transcripted presentations include: "Remarks on the Past, Present, and Future" of CIE in New Jersey, "View from the Local Districts on Some Future Developments in Vocational Education," a description of "CIE Service Activities," and comments on the benefits of "CIE For the Disadvantaged." A lengthy presentation made by Dr. H. R. Cheshire, Career Development Specialist, Georgia Southern College, entitled "'Career Education'--Where Are We Going?", deals with six major items: (1) myths and merits of career education, (2) the disadvantaged, (3) the interdisciplinary approach, (4) teacher education, (5) resources, and (6) initiating programs. Appended are correspondence; workshop information (summaries, evaluations, correspondence, participants); a development certificate; and a press release. (AJ)

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COOPERATIVE INDUSTRIAL EDUCATION

WHERE ARE WE GOING?
A COMPREHENSIVE REPORT

LEA

STATE CIE ASSN

JCSC

LOCAL CIE ASSN

DIV. OF VOC. ED.

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NATIONAL INSTITUTE OF EDUCATION
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A REPORT

ON

THE ANNUAL WORKSHOP

FOR

COOPERATIVE INDUSTRIAL EDUCATION

WHERE ARE WE GOING?

HELD AT

GREENBRIER RESTAURANT, NORTH BRUNSWICK, NEW JERSEY

JUNE 8, 1973

by

CENTER FOR OCCUPATIONAL EDUCATION
JERSEY CITY STATE COLLEGE

Program Director: John Wanat
Assistant Director

Program Co-Director: John O'Donnell
Administrative
Assistant

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PREFACE

Some time has lapsed between the conference proceedings and the printing of this report. As a result of this time lapse, we have had an opportunity to see some of the coordinators' suggestions at the workshop become realities. The number of projects begun over the summer and fall semesters are extremely gratifying. We sincerely hope that the workshop served its purpose. The coordinators' activities listed below seems to indicate that workshops of this nature are needed and encouraged.

Projects that have begun, or have been implemented, since the summer workshop are:

- A Liaison Committee of CIE Association Coordinators has been established to work closely with the Division of Vocational Education and Jersey City State College. The first formal meeting was held in November.
- A state wide association workshop was held in October on "Future Funding Implications for CIE".
- The CIE Newsletter has expanded to 16 pages.
- A Committee is developing a CIE Track III Related Class Manual.
- A committee is reviewing audio/visual materials that are geared for the CIE Track III students. These materials will be purchased and disseminated through Jersey City State College's Free Audio/Visual Lending Library.
- A Committee is working on producing an Employers Handbook.
- A Committee has developed guidelines to acknowledge a CIE student as "The Student of the Year".

- A committee is working on developing criteria to choose the "CIE Coordinator of the Year".
- A combined CIE-DE Conference was held in Atlantic City as part of the N.J.E.A. Convention proceedings. This Inter-disciplinary Cooperation is encouraging.
- A committee has been established to seek out scholarships for outstanding CIE students. Thus far, several scholarship commitments have been received.
- The Related Class Manual and A/V Catalogue are in the second printing stages.
- A committee is looking into the possibilities of preparing sound slide presentations and 16 mm films on CIE Programs in the State.
- An Executive CIE Association Committee is working closely with the Division of Vocational Education and Jersey City State College in planning the next CIE Annual Workshop.
- A calendar of events for the up-coming year for CIE Coordinators was developed.

All Cooperative Industrial Education Teacher-Coordinators should be acknowledged for the fine efforts they are making to improve the quality of their programs. Nice work ladies and gentlemen -- Keep up the good work. Your untiring efforts will continue to enhance and publicize the educational soundness of Vocational Programs in our state.

John A. Wanat
Conference Director

State of New Jersey
JERSEY CITY STATE COLLEGE
JERSEY CITY, N. J. 07305

AMES H. MULLEN, PRESIDENT

Dr. John H. Koenig
Associate State Director of
Vocational Education
(Instructional Services)
Division of Vocational Education
New Jersey State Department of Education
Trenton, New Jersey 08625

Dear Dr. Koenig:

Following is the final report of the Cooperative Industrial Education Coordinators' Workshop held on June 8, 1973. Included are statements relating to the conference objectives; edited transcripts of presentations, summary statements by group discussion leaders, an evaluation of the conference proceedings and an introductory statement of accomplishments that resulted since the conference.

A great deal of activity by the CIE Coordinators has taken place during the Summer and Fall of 1973. It is encouraging to see new ideas being implemented by the Coordinators. Especially encouraging, is the closer communication ties that have developed between the coordinators' association, the Division of Vocational Education and the service arm of Jersey City State College.

We are extremely indebted for the fine cooperation we have received from you and your associates in the Vocational Division. We look forward to a continuous close working relationship and an ever increasing expansion in the quality of our Cooperative Industrial Education programs.

Sincerely,

John A. Wanat

John A. Wanat
Assistant Director
Center for Occupational Education

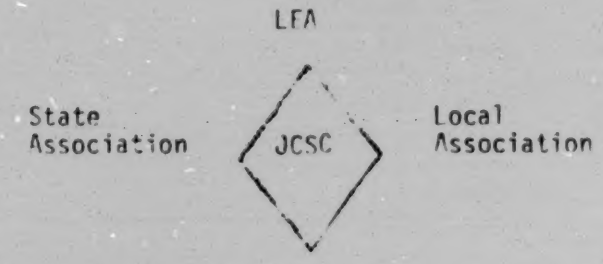
JAW/pd

JERSEY CITY STATE COLLEGE

A WORKSHOP FOR C.I.E. COORDINATORS

Conference Objectives

- To establish a calendar of events for the up-coming year for C.I.E. coordinators.
- To become familiar with co-op programs operating in other states.
- To develop an understanding of the inter-relationships of the C.I.E. coordinator to the Local Education Agencies, the State Department, the State C.I.E. Association, the local C.I.E. Association and the Service Organization at Jersey City State College.



- To become familiar with future developments at the local district level that affect C.I.E.
- To react to the All Purpose C.I.E. Manual.

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REMARKS ON PAST, PRESENT AND FUTURE

Mr. John R. Wyllie, Director of Special Needs
and Cooperative Education
Division of Vocational Education
State Department of Education

Vocational Education is not synonymous with Career Education - yet vocational education is certainly a major part of Career Education. New Jersey was in 50th place vocationally when we introduced C.I.E. In using C.I.E. as a keystone to build vocational education in this STATE - we were advancing the cause of Career Education long before the term became popular.

C.I.E. was for us the very visible tip of the iceberg. It has led us to the development of a number of other programs which tie in beautifully.

We started C.I.E. because there were a lot of graduates who hit the street with nothing to offer an employer. Some kids were not bothering to stick around for graduation. They dropped out early. This was before the appearance of the terms Disadvantaged, Handicapped and Career Education etc. Many of our first C.I.E. students were educationally disadvantaged.

C.I.E. is, and has been since its beginning a kind of "natural" program. There are so many advantages offered by it:

To the school

To the employer and

To the student learner

that it seems a shame we have to get involved with other forms of education.

Yet we do.

Lack of facilities continues to be a major obstacle to the expansion of vocational education, but this does not inhibit C.I.E. where facilities are extensive, varied, as modern as today - and cost the taxpayers nothing.

Many pupils are less than enchanted during the time they spend in regular programs, but they do not drop out because they like the time they spend in C.I.E.

Some programs collect statistics on how many of their pupils complete the course-and how many of these found a job.

Our program has the pupil in a job early-sometimes from the first day he is in the program. He may be only a high school junior less. I could go on--but you know these things better than I do. Yes, it's a shame we have to get involved with anything else -- but we do.

There have always been outside influences which have affected our program and these appear to be growing--not diminishing.

One such influence is money. Some of the money supporting C.I.E. programs comes through federal vocational legislation. Since the federal vocational funding picture is clouded - and since we are part of vocational education -- we are affected.

We must look ahead.

The barometer helps us predict the weather - but a single reading is meaningless. We need a series of readings to determine directions. We are distributing C.I.E. statistics for the year 1972. Reading these statistics makes more sense if we know what came before because then we can extrapolate into the future.

I would like to try to put the C.I.E. program into perspective by quickly scanning the last ten years of vocational education in New Jersey. In 1963, a blue ribbon committee to study the needs for Vocational Education published its findings.

It found, in a nutshell, that the vocational education we had was good - but that we didn't have enough of it.

We were reaching only 3% of our high school aged youth with vocational education.

It was therefore recommended that our vocational education expand in all directions. Particular emphasis was placed on the expansion of programs of Cooperative Education especially in the small high schools.

Another important thing happened in 1963 - the passage of the Vocational Education Act of that year which provided substantial federal funding for Vocational Education. This money gave a tremendous impetus without which the major progress of the last decade could not have been made - and yet there have been times when I have had second thoughts about depending heavily on federal dollars.

Shortly after this, Dr. Robert M. Worthington arrived on the scene in New Jersey, as the new director of Vocational Education. He declared war on Unemployability and stated that the Committee report would become his bible.

Ten years have passed since 1963. Dr. Worthington is still directing vocational education but now from Washington, D.C. rather than from Trenton. Stephen Policzk has replaced him as New Jersey's top man in Vocational Education.

Taking a Wyllie's eye view of the Worthington years there are several notable accomplishments.

I see the outstanding accomplishment as the creation and operating of hundreds of pilot programs which used State money to put vocational education in the regular high schools. Some of these programs were mediocre but there were also many successes. The main point is that vocational education was no longer something which could exist only in a county vocational school. This was an introduction of Career Education before it existed as a popular term.

Another accomplishment was the operation of the Newark Skills Center by the Vocational Division. Here was demonstrated for the first time, that if needs existed that weren't being met by the traditional organizations -- the State was not afraid to jump in -- even with our tradition of local autonomy.

I must also mention the <u>number</u> and <u>quality</u> of New County Vocational Schools which are the architectural equals of the most attractive regular high schools. A vocational student need no longer feel that Vocational Education is inferior simply because it is taught in a broken down old factory. The new schools at Bergen, Camden, Middlesex and Burlington to name but a few are attractive educational facilities. If you haven't seen them - make a point to do so -- tell them Wyllie sent you.

Another accomplishment - one of which I'm proud, and one for which our Congress deserves tremendous credit was the opening up of

vocational education to the "handicapped" and "disadvantaged". By mandating that 25% of the total vocational budget be spent here, Congress did a great deal for those for whom traditional education had done very little.

These are all fine accomplishments and there are more --. One of the most significant innovations was the introduction of Cooperative Industrial Education in New Jersey. This preceded Dr. Worthington. Back in 1963, there was an established DE program and a small office occupations program, but except for the program at Pahway and new starts at Ridgefield and Union, C.I.E. was virtually unknown.

Kids were dropping out of school in large numbers. Yet, when a few road blocks were cleared away, there was almost no way to stop the tremendous growths we have had. Our combined student earnings for C.I.E. were about $20,000 in 1963 - they reach 6 1/2 million in 1972. And all took, was a selling job on the school administrator, followed by the appearance on the local scene of a growing number of C.I.E. coordinators, with no previous experience, who did not realize that the job could not be done.

New programs usually start in September. They did in 1963 and they do in 1973. But back around 64-65 we were starting C.I.E.'s in September, October, November right through till May.

There were those who claimed this was not vocational education. Some of the traditional schools turned up their noses. They thought C.I.E. was a stop-gap measure until more vocational facilities could be built. Today, the County schools themselves all have programs and no one is calling C.I.E. a stop-gap measure. The 1968 Amendments provided direct federal funding for C.I.E. for the first time. Yes -- these were great years -- but what does the future hold.

Today we are hearing Career Education. Everyone has his own definition. We feel that we have been doing parts of it while others are still debating it. Career Education prepares a pupil to succeed in either college or in work. I would like to add one more step. I don't want to inflicit college on anyone, particularly those whose tastes run elsewhere, but I would like to see <u>those capable of entering college</u> equally capable of entering the world of work. Our future administrators should know what work is like if they are going to tell subordinates how to do it.

There are a couple of clouds on the horizon. The federal money which helped us fly is somewhat in doubt due to the policies of our President. Things may get better or worse but it should be a warning that we should always work to achieve a situation where our success depends <u>on how well we do</u> and <u>not</u> on what some bureaucrat does. We must work for better local support of our program. there are ways this can be accomplished -- its a real challenge for all of us.

Another cloud exists which may contain a silver lining. Last year one county was given a block of funds and more or less of a free hand as to how it will allot its money within the county. Next year, four more counties will try it. Until you build dependable local support for your program, it is important that as "Mr. Voc. Ed." in your school, you work to see that your pupils are represented in any deliberation which affects the funding of their programs. In the past, the program people in the Division strove for equality in funding. Now <u>you</u> are being asked to do more of the job yourself. What is about to happen will not <u>automatically</u> take care of you. You must act. It may be a fortunate coincidence that a former C.I.E. veteran, now as administrator, is going to talk about this situation today.

I tend to remain optimistic. The last 10 years have been great. Ten years ago, you did not exist as a group. Today you have a solid C.I.E. Association headed by enthusiastic leaders reaching all parts of the State. I have been impressed with Carl Schweizer and I believe Jerry Berosh is ready to advance the same cause.

I have also been impressed by the service provided by Jersey City State College particularly John Wunat. With all this going for us, we can't lose.

VIVA C.I.E.

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VIEW FROM THE LOCAL DISTRICT ON SOME FUTURE DEVELOPMENTS IN VOCATIONAL EDUCATION

Mr. Adrian Van Zweden, Director
Career & Occupational Education
Wayne Hills High School

Occupational Training in Local School Districts

In 1964 the Commissioner of Education appointed a Blue Ribbon Committee to study the vocational education needs of New Jersey. The result of the efforts of this committee was a report entitled "Vocational Education for New Jersey Today". This report indicates "that it is the duty of the secondary school to prepare youth for citizenship and work", and that "the vocational portion of this duty is being largely neglected".

"A breakthrough is needed if the secondary school is going to provide occupational competencies to the thousands of New Jersey youth who terminate their education with high school. The breakthrough must be spearheaded by a broader, more inclusive concept of occupational training, based on the dignity of work and the significance of the worker's contribution to the common weal. This concept would provide programs for high school youth with academic, socio-economic and other handicaps that prevent them from succeeding in the regular vocational education program."

The report goes on to recommend that "vocational programs be extended to encourage more programs in various vocational and technical areas, provide more programs for girls in industrial and service occupations, and expand cooperative education programs in all secondary schools."

The Vocational Education Act of 1963 and the Amendments Act of 1968 helped to implement these recommendations by providing seed money which was utilized by local school districts to get programs started. With the shift in funding procedures the question arises as to who is going to supply the impetus to further carry out the recommendations of the Commissioner's report - to do the job that needs to be done.

What this really amounts to is who really cares enough to do something about it. Our own responsibility in promoting programs cannot be ignored. Following are some facets and factors connected with this responsibility.

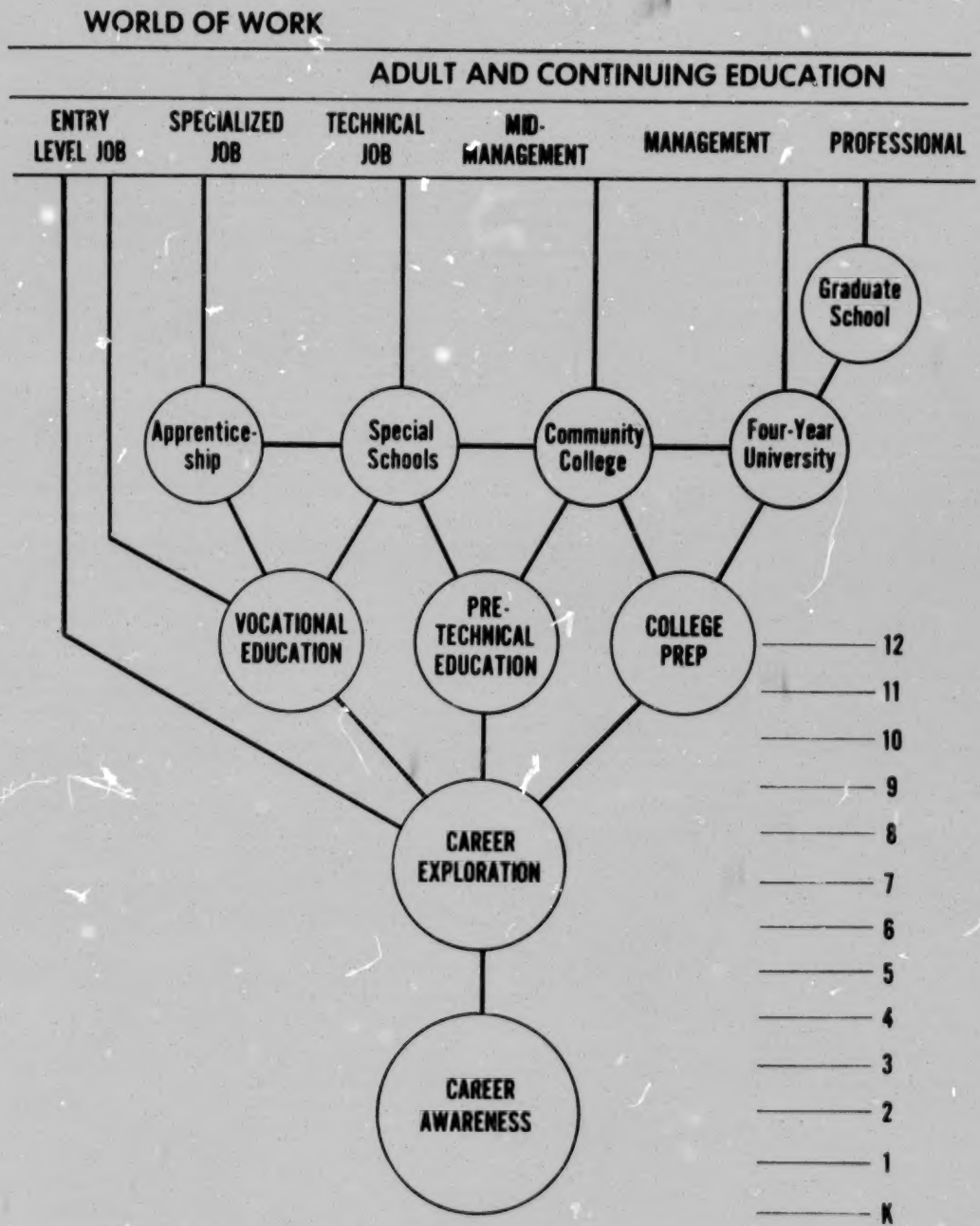
It must be recognized that change is imminent. What do you do about change? What can I do? Some people try to resist change by throwing as many road-blocks up as possible. Others close their eyes to make believe it is not there, only to suddenly awaken to find that they or their thinking are obsolete. I believe that we should get on the bandwagon to effectively help shape and control change. This approach requires that we find out what is going on. It is hoped that some of the suggestions given will prove valuable.

Since so much revolves around career education, this might be a good place to start. It would be important to know where cooperative education programs fit into the career education pattern. C.I.E. is the skill training aspect which should be preceded by career awareness in the lower grades and career exploration in the middle grades. Career education seeks to utilize existing resources and facilities to become part of the curriculum rather than something that happens separately. C.I.E. should likewise operate in close harmony with the entire school program.

We must also have clearly established in our own minds those elements by which bona fide vocational education programs can be identified, namely: planning, motivation of students, skill training, job placement, follow-up studies, and program evaluation.

CAREER EDUCATION

ELEMENTARY SCHOOL THRU ADULTHOOD

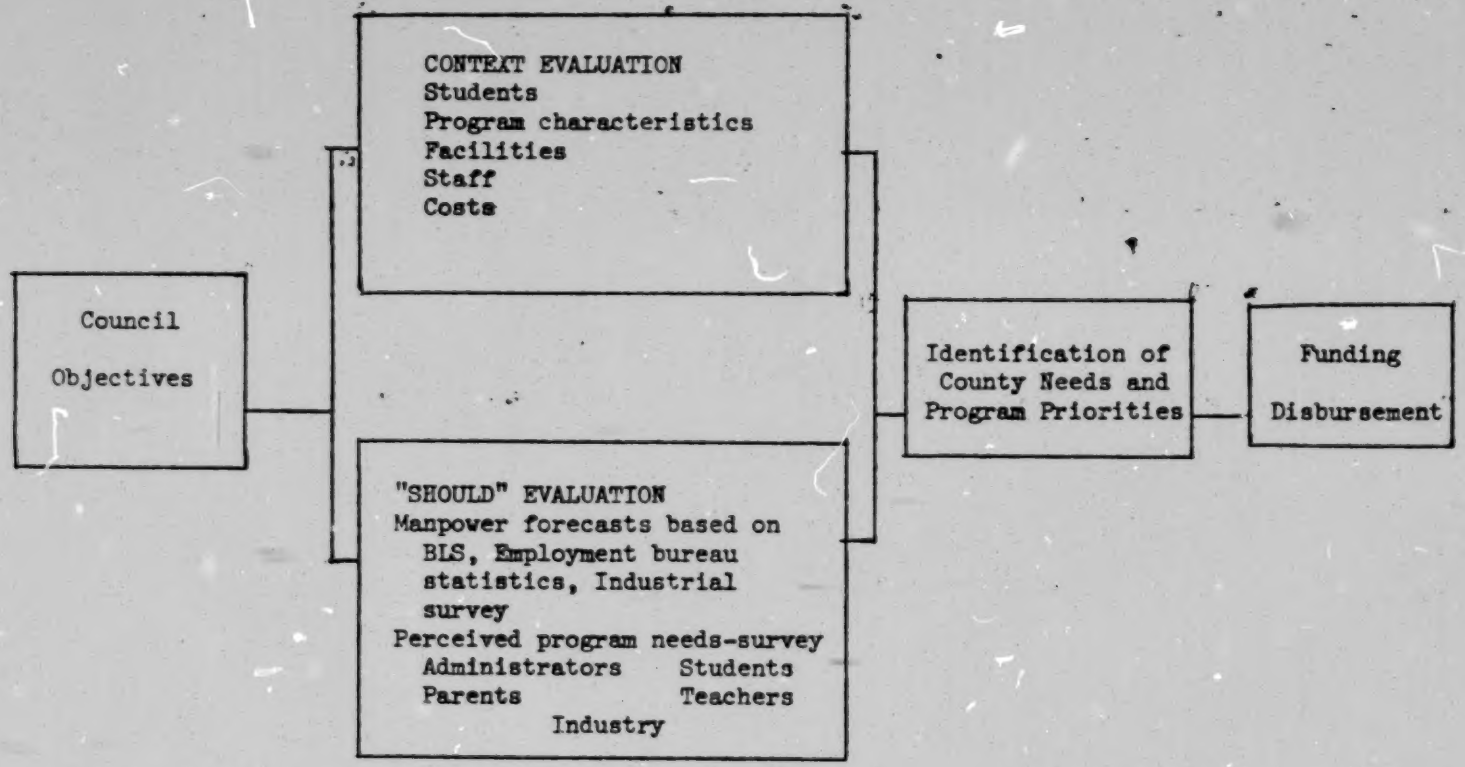


Knowing both career and vocational education concepts, we are in a better position to explore recent developments pertaining to career coordinating councils on the county level. The position of County Career Education Coordinator has been established through the Division of Vocational Education. The County Coordinator is responsible for establishing a Career Education Coordinating Council whose primary purpose is to promote the development of career education in the county. Membership on the Council is by appointment of the Commissioner of Education and consists of the County Superintendent of Schools, the Chief Administrator of the County Area Vocational School as well as representatives elected from the county community college and the local comprehensive schools. The remaining members may be elected from the following groups: the county planning board, the local employment security office, the county adult education association, the elementary and secondary principals' associations, and the County School Boards' Association. The County Career Education Coordinator serves as the executive secretary of the council.

The Council is advisory in nature. Its functions are to develop a comprehensive plan for career education in the county, to continuously review programs offered as well as to assess the occupational needs within the county, and to recommend the initiation of new occupational programs when and where they are needed.

It appears as though an experiment in which vocational programs were funded through one New Jersey county office will be expanded to five counties next year. What affect will this funding arrangement have on your local school district? In many cases the C.I.E. Coordinator

COUNTY - BASED FUNDING SYSTEM



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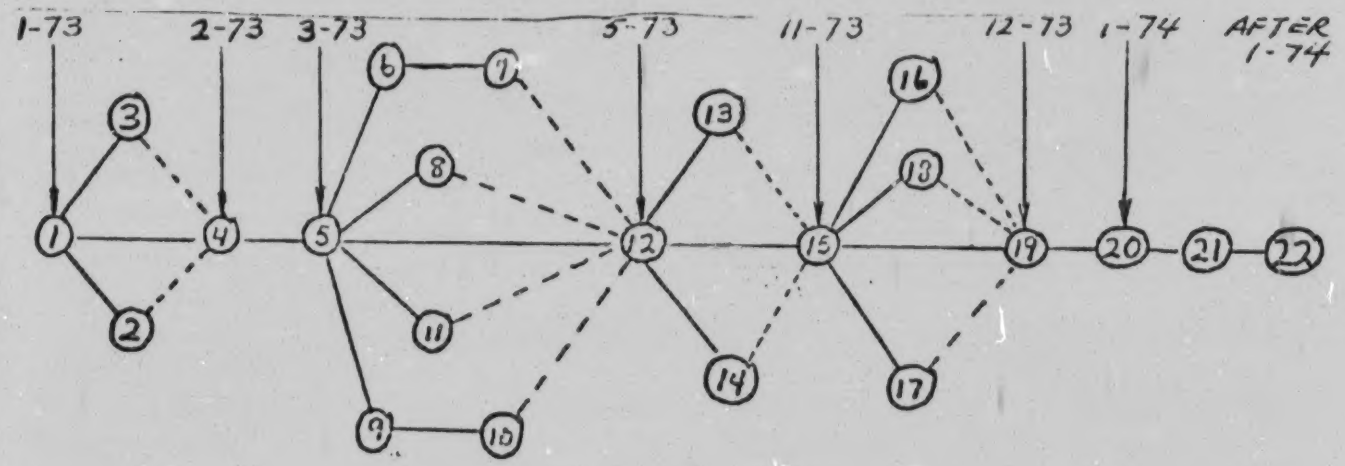
is Mr. Vocational Education in his local school district. Since funding will be based on input from people in the county, we should be prepared to ensure that proper emphasis is given to our local school district programs. Some people are very well acquainted with funding procedures, the state plan for vocational education, and channels. The C.I.E. Coordinator should be interested in how he can broaden vocational education.

We can show an interest in what is happening on the county level. We might even offer to be of service where possible. The career coordinator may be conducting a student interest survey, and may be looking for some assistance which might even be part of a related class activity. We can attend meetings and follow periodicals to keep abreast of things as they are developing.

Keep your administrators informed. You may be the only one in your school district to brief your principal, assistant superintendent or superintendent on the direction of things to come in the next five to ten years. They are asked to attend meetings on the county level where they will be working with vocational people who are very well versed in what is available or coming available. Any material you can provide them with will place them in a better position to ensure that the proper emphasis is given our local programs. It could develop that you might even be invited to go along with them occasionally. If you have a federal aid coordinator in your school system, you might work closely with that person to open new avenues.

It is well to ask others how they feel about certain issues or programs. We must be cautious not to impose only our view on others.

PERT* Network of Activities for the Development of a County Plan for Career Education



1-2** Assess and analyze data

1-3 Determine data needs

1-4 Plan and establish project purposes

4-5 Seek input and support from Superintendents' Roundtable, Career Education Coordinating Council review plans

5-6 Identify variables for context evaluation

5-8 Identify sources of data for context evaluation

5-9 Identify variables for needs assessment (manpower and perceived program needs)

5-11 Identify sources of data for needs assessment

5-12 Program data

6-7 Develop instruments for context evaluation

9-10 Develop instruments for needs assessment

12-13 Conduct context evaluation

12-14 Conduct needs assessment

12-15 Analyze data

15-16 Obtain local priorities and objectives

15-17 Study previous funding patterns

15-18 Review national and state-level priorities

15-19 Arrive at county-level priorities

19-20 Develop county plan

20-21 Evaluate, revise, refine plan

21-22 Develop and implement plans for county-based funding

*PERT- Program Evaluation and Review Technique

** At all points along the critical path (1,4,5,12,15,19,20,21,22) the Career Education Coordinating Council will review the progress of the project.

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Try to provide alternatives or options so that some discussions are open-ended so that you can come back with additional data or after one has had an opportunity to think about what you presented.

I try not to compare myself or programs with others to give the impression that I am being treated unfairly. If we talk about educating our youth and leave our personal feelings out, we are much more likely to achieve our objectives. Never threaten; be pleasant and sincere.

We can also let our legislators know what is needed at the local level. The New Jersey Retail Merchants Association (P.O. Box 22, Trenton) publishes a "New Jersey Legislative Roster" which gives names and backgrounds of our representatives.

In closing then, we stress not only the importance of knowing what changes are in the offing but also knowing what other people are thinking. We must do our homework so that we are prepared to communicate with others, particularly administrators, to keep them informed and to obtain the necessary support for vocational training in our local schools.

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COOPERATIVE INDUSTRIAL EDUCATION SERVICE ACTIVITIES

Mr. John A. Wanat
Assistant Director
Center for Occupational Education
Jersey City State College
Jersey City, New Jersey 07305
Telephone: 201-547-3312

My task this morning is to acquaint you with the Service Activities that the Center for Occupational Education at Jersey City State College is providing, and will continue to provide, for Cooperative Industrial Educators.

By now you should have received two C.I.E. Newsletters. (If you have not received one as of yet, please see one of the pretty young ladies at the registration desk to be placed on the mailing list.) *

This newsletter is a direct outgrowth of a service agreement we have with the Division of Vocational Education. We at the Center for Occupational Education have been designated the division to coordinate C.I.E. Activities <u>with</u> and <u>for</u> you.

I say <u>with</u> because we need your input to do an effective job. Our service to you will be only as good as you allow it to be.

We at the Center strongly wish to serve and not dictate activities for you. For this reason we encourage <u>ALL</u> C.I.E. Coordinators to contribute news items to us so that we can share this information with all the C.I.E. Coordinators, State Department Officials and Teacher Educators in and out of our State.

In addition to individuals sending in material we need the three regional associations to select one or two people whose specific job it will be to secure information from their regions on a regular monthly basis.

* To be placed on the Newsletter mailing list write to:
The Center for Occupational Education
Jersey City State College
Jersey City, New Jersey 07305

C.I.E. Coordinators are considered by many, myself included, to be Mr. and Ms. Vocational Educators at their local school districts. The problem in the past is that we the coordinators have been so busy doing our job that we haven't devoted enough time to tell the rest of the State the marvelous job that we've been doing for the past nine or ten years. The newsletter is one small way of correcting that situation. It's also one way of channeling information between coordinators, so that if something works for you - if you have a program, a lesson, an activity, a contact, whatever, that turns kids on to achieving a meaningful education and an opportunity for productive employment why not let other coordinators see if this approach that you employed can also work for them.

Last year a committee of five C.I.E. Coordinators developed a Related Class Manual through the Center. This year that same committee developed an All Purpose Handbook which you will receive as you exit the workshop at the end of the day's proceedings.

Both of these manuals are bound in such a way as to allow inserts to be added and obsolete material to be deleted. We encourage you to make use of this material. We also encourage you to submit additional information that we can reproduce to disseminate to all coordinators to keep both manuals current and usable.

I would like to take this opportunity to acknowledge those people who have spent a great deal of time and effort in writing and editing these manuals. The Chairman for the committee was Sam Cooper, who worked very closely with Mike Lauten, John Clark, Bob Gray, and Tony Franciosi. Mike Klavon of the Center for Occupational Education was instrumental in the final editing of both these manuals. And of course, the State Department officials John Wyllie and Tom McNulty offered a great deal of assistance

throughout the entire project.

I, of course, have not mentioned all associated with the manual, namely the host of C.I.E. Coordinators, secretaries, and professionals who have reviewed, offered suggestions, and field tested the manual. Since you are too numerous to mention and I'm sure I would forget some names therefore on behalf of the committee, Jersey City State College and the State Department I offer our sincere thanks to all who helped.

Last year when the Related Class Manual came out we at the Center for Occupational Education established a Free Lending Audio Visual Library Service. The project met with some mild success, most of the problems that we had centered around the slow delivery from the distributors, consequently, not all the items requested by Coordinators arrived when they needed them.

This year through the funding of John Wyllie's office and the backing of Mr. Poliacik, we have secured additional material some of which is displayed here today.

To acquaint and assist coordinators with the Center's material we have developed an A/V Catalogue. John O'Donnell, a Supervisor at the Center was most instrumental in preparing the catalogue you will receive later today.

I would also like to thank Ed York for bringing down the Eric Information Retrievals System today. Likewise, I wish to thank Dr. Bruce Waldman, Chuck Saaf and their staff who at the Media Technology and Communication Arts Center of Jersey City State College set up the A/V Displays and who are video taping and snaping pictures for the conference proceedings. Prior to the FAll term you will receive a copy of this workshop proceedings for future reference.

In general terms, I've covered the things we were able to accomplish this year with your cooperation. I might add that the Coordinators especially the State C.I.E. Association and the State Department had a major role in planning this conference. This conference good or bad is an outgrowth of many peoples efforts.

Next year we plan through the continued cooperation of the State Department and the Coordinator's Association to have a slate of activities for you including workshops and publications. Jerry Berosh your new State Association President, would like you today to assist in developing a slate of activities so that you can mark your calendar and get your LEA's Blessing to attend well in advance so that the next affair will have a 100% turnout.

I know it's somewhat unfair to discuss with you an item you haven't received yet, namely the newly published All Purpose Handbook. It was deliberately planned so that this handbook, the A/V catalogue and the Certificate's of Attendance for this workshop would not arrive before 2:30 this afternoon. It's my devious way of keeping you here for the entire conference. I know how busy a schedule a C.I.E. Coordinator keeps especially on Friday afternoons but bear with us so that you can share in the entire day's proceedings.

Getting back to my original point on the All Purpose Handbook. This monograph is designed for the new as well as the experienced coordinator to be a handy reference guide for operating a C.I.E. Program in New Jersey. It covers some of the following special areas

Philosophy of Cooperative Industrial Education

General Objective of the C.I.E. Program

The Coordinator

Getting the C.I.E. Program Started

Who Participates

Selection of Trainees

Legal Responsibilities

Selecting Training Establishments

Evaluation of On-The-Job Training

Related Class

Public Relations

Advisory Committee

Budgetary Allotment

Vocational Industrial Clubs of America

Evaluations

Career Education

Again, as with the Related Class Manual, we haven't covered every situation. We have, however, put together the basic ingredients needed to effectively operate a successful C.I.E. Program. Some portions are State regulations that are currently in effect and all things being considered, not subject to change. Others are suggestions that allow for modifications by yourselves to suit your own particular needs in your school districts. It's impossible to write a "cook book" that is inflexible because a cook book by its very nature is inflexible. Besides with the individual differences between the type 1, 2 and 3 programs and situations at your local school districts I don't believe you would want someone to dictate every step of the program to you. Therefore, we took this into consideration and labelled those things that must be followed and those that are mere suggestions subject to modifications as you deem necessary.

This brings me back to the Related Class Manual. As I stated earlier both are bound in such a way to allow for additions and deletions. I know that the Southern region is now passing amongst themselves additional Related Class material that they developed. This is healthy and to be encouraged. However, wouldn't the Central and Northern regions also benefit from this type of exchange.

I spoke before about not developing a cook book that must be followed - but a cook book with many recipes to cover a multitude of situations is far better than one containing one suggested approach. If you, the Coordinator can find the time to drop off a copy of a unit or lesson that you employ and works for you, we at the Center will spend the time to reproduce it and forward it to all Coordinators in our State.

They may modify it or not use it at all, depending on their particular classes and situations but a vast resource of information, tried and shared by all who can effectively use it is, I repeat, far better for our youngsters than one standard approach which may not even be effective.

In closing, we at the Center for Occupational Education sincerely wish to be considered a part of the C.I.E. Movement. We will do everything possible to assist and plan with you the activities you decide upon today. I might add we are honored to be selected as the service organization to one of the most vital educational organizations in vocational education today, namely, Cooperative Industrial Education.

 BEST COPY AVAILABLE

"CAREER EDUCATION" - WHERE ARE WE GOING?

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Back-up paper for presentation,
North Brunswick, New Jersey, June 8, 1973

"CAREER EDUCATION" - WHERE ARE WE GOING?

The concepts of career development education are not new, they have been with man for centuries. I sincerely believe that it may now be described as a concept whose time has finally arrived.

As you know the basic ideas, techniques and concepts for career development are based on occupational awareness and experience fused with academic principles, applied with self discovery through the meaningful involvement of all educational components, the family, society and the world of work. For most of you this is an old story, but as I travel about my state - Georgia - and other states, I find components of career education that seem excellent--but....the problem I find is that I have yet to see a complete comprehensive model in any one school system.

During this presentation I would like to present to you some of the observations our field consultants (Dr. John Scott and Mr. Ed Woodall) and I have observed during the past three to four years as we have struggled to explore, teach and implement several of the most prevalent components or segments of a comprehensive career education model.

To cover this vast topic I have selected six major items and will review each in turn:

1. Myths and Merits of Career Education
2. A Spark for the Disadvantaged - CVAE
3. Interlocking...Correlation...or Interdisciplinary - Call it What You Will--it Works.
4. The Generation Gap in Teacher Education
5. Resources (one example) Senior Citizens Benefit Career Education
6. Thinking of Bringing Career Education to Your School System?

MYTHS AND MERITS OF CAREER EDUCATION

Career Education concepts and procedures are springing up in schools all across the country. Teachers, school administrators, school board members and parents are faced with many questions and few ready answers. How does a school system choose the right components to begin career education?

Career education can make a vast difference in the curriculum of this nation's average school system. This relatively new emphasis on our educational process seems to have real merit in terms of student motivation and relevance for instruction. Yet many school systems are slow to accept the basic concepts because of misinformation or the lack of expertise on the part of school administrators to implement the components or parts of a career development program.

Academic teachers continue to teach as they were taught in college. Vocational instructors have reservations because of funding procedures and the possible threat to their own programs. Change or evolution is slow in any establishment, government or business, but change in education may be regarded as revolution.

Career education is based on the infusion of career development objectives into comprehensive components for school based programs. The purpose of this re-direction is to acquaint students with a wide variety of career opportunities through many of their school experiences and activities. In addition the components deal with family, community and self development. The idea is to utilize all aspects of the home, the community and the work environment in making life real and meaningful to the student. This infusion must insure every student an education which integrates academic skills, social development, and job preparation so that after high school his options are open for entering the labor market in a productive career. The student's options will include continuing education in a post secondary school or college. It must provide students with a continuing awareness of educational choices for career planning, which permits one to become

fulfilled, productive, and a contributing citizen. Extensive guidance and counseling activities help the student develop self awareness, effective work attitudes and self confidence which are matched with personal interest, aptitudes, and abilities to realistically fuse potential careers. Successful placement into any entry level job or further education is one of the ultimate goals for every student enrolled in a career education program.

Community leaders question change and the cost of implementing career education. Do intelligent school boards, then, sample and test several components of career education before making decisions on this important expenditure? Do they need additional experimentation? NO. Various components of career education are scattered over all parts of the United States. Complete programs of career education are almost non-existent, therefore, school systems may still be buying a pig-in-the-poke, based on wrong information, personal bias or the high pressure tactics of consultants and commercial educational supply firms.

Here are some of the misconceptions and some practical tips.

Myth 1. Career education will cost more than the school system can afford.

Not likely. Existing career education sites in several states have been in operation, in some cases, for as long as four or five years. These states have experimented and tested many procedures, materials and other instructional aids, therefore, the wheel need not be invented again. Components and implementation at the elementary level cost almost nothing. Short term summer re-training of teachers is the only basic cost. Project materials raise the cost in the middle schools. High Schools, to be truly effective, will need the most in terms of visual aids, equipment and related aids. The high school needs to incorporate varied models of occupational skill training and this is expensive. The occupational cluster approach can reduce this cost. Good pre-planning and the hiring of a competent career-oriented administrator at least one year before implementation will save time, cut cost and wasted energy. Trips by board members, teachers and administrators to existing successful career education school sites will help along with hiring consultants from "success-proven" state departments and universities involved in career development projects.

Myth 2. Career education is really vocational education renamed.

Not true. Career education is for all students, vocational education is for some students. Many vocational educators are threatened by career education because they refuse or are reluctant to understand what career education really is. They are unhappy about existing funding re-allocations.

Their approach has been directed toward small specialized classes while career education is all encompassing. One error made by some local systems is to upgrade or hire a vocational instructor to administer career education. The expertise needed for administration is a real grasp of the career education concepts and components interwoven with sound personnel and money management skills. The leadership for career development programs need not come from the ranks of existing vocational education. Vocational education does need to play an exceedingly important role if career education is to be successful. Their contributions lie in occupational skill instruction, occupational information, career guidance, cooperative techniques, community contacts, and their proven accomplishments with individualized instruction, youth clubs, training plans and on-the-job supervision development.

Myth 3. Career education is really not new, good teachers have been fusing career guidance and information into their disciplines for years.

Partly True. Competent instructors, interested in their students' futures have been relating to jobs and life in all their instruction, but this has been uncoordinated for the most part with the rest of the school, the family and the community. Career education strives to expand this creativity to all other teachers, counselors and administrators. The curriculum, if correctly structured, will be a sequence of career development components. One sample model includes: career awareness in the K-6 years; career exploration and experiences including self evaluation in grades 7-8; grades 9-10 includes in-depth exploration and training in selected occupational clusters; and grades 11-12 incorporates intensive preparation in a selected occupational cluster. The key here seems to be putting all the pieces (components) together so that it makes sense for both teachers and students.

Myth 4. All of the career education components are too difficult to handle, administer and implement.

False. Good sound planning by competent administrators will solve most problems. Leadership should be completely committed and trained to develop a realistic management model before implementation. This model should include all components desired the first year. In the beginning, funds, time and personnel may dictate a school system's first model. Example: (a) career awareness for grades K-3; (b) hands-on experiences programs in grade 10, mini-prevocational programs at the 9th and 10th grades; (c) the addition of a program designed for potential drop outs; (d) one more vocational program in the 11th grade; (e) writing a proposal for additional funds; (f) a new co-op program for the high school; (g) a placement office for graduates and drop outs; and (h) a contract with a college to train school personnel for career education components during the summer months.

Myth 5. Our school board and business community would never agree to accept career education.

Absolutely Not True. Experience has taught state departments of education that most community leaders are demanding career education. The reception from boards of education and the community has been tremendous. Truthful leadership and a complete understanding of career development principles will squelch this myth.

Myth 6. Career education will demand complete curriculum revision.

True. For the most part any meaningful change will only come through curriculum revision. If curriculums are valid they require constant revision, therefore, career awareness and occupational skills are easy to insert. Career education should not be taught in a separate class, nor should special days or periods be set aside for career instruction. It must become a regular part of each discipline's content and instruction.

Myth 7. Career education can be incorporated into the existing curriculum by adding or fusing to the existing disciplines.

True. This is a simple approach but most career education leaders feel this is only a partial commitment. Fusion of job information is good and fusion or correlation of academic knowledge to occupations is even more complete. The most comprehensive approach is interlocking. This interdisciplinary method involves the uniting of academic, vocational, technical, social, political and artistic areas, and all the rest, for all students. Instructional creativity is needed and complete cooperation by all involved is a must.

Myth 8. The teaching guides, software and equipment will make career education too expensive for our system.

False. The best teacher guides, audio visual aids, student-centered projects and class activities often come from the classroom teachers themselves. Small workshops, curriculum institutes led by competent teacher educators aided by classroom teachers who have been involved with career education appears to be one sound approach to curriculum development. Teachers are quick to try materials and activities which they have helped to design.

Myth 9. Career education is for drop outs and the slow learners.

False. Career education concepts and procedures are just as sound for the college bound. Medicine, law and education can be brought to the students as readily as building construction, practical nursing and electrical technology. Grouping and block instruction seem to be keys to successful drop out prevention programs especially in the first years of operation. Career education is not designed for any one group of students. Applied correctly it should reach every child, adolescent or adult enrolled in your educational program.

Myth 10. Moving to career education will cause wide spread teacher re-training and re-certification.

False. Four to six weeks of summer training will prepare most teachers for implementation the following school year. Intensive follow-up by teacher educators, state staff consultants and local administrators will insure success. State certification requirements are slow to change in most states and should not present a road block.

Myth 11. New teachers graduating from colleges and universities are prepared to teach with career education competencies.

False. Very few teacher education programs are incorporating the concepts, procedures and content revisions needed. Pressures need to be applied to all teacher preparation institutions by local school systems and state department personnel. Many teachers are prepared in the most traditional manner. Many college professors like their counterparts in the public schools have never worked in business, or industry, therefore, they find great difficulty in relating to the real world of work.

Myth 12. Career education should be taught and administered by the guidance counselors.

No. Again, most lack knowledge of the real working world as it exists today. Their contribution lies in personal counseling, student self understanding, processing career information literature, operating job placement centers and assisting classroom teachers with contacts for field trips and guests for classroom activities from business, government, industry, and the community.

Myth 13. Career education can solve some of society's ills through existing educational processes.

Maybe - if the schools are prepared to utilize the entire community and the community in turn is honestly committed to working with the school. Family involvement, cooperative agreements with business and industry and a meaningful exchange between teachers and the real world is just the beginning. These techniques and lines of communication are extremely difficult to establish because both camps have reservations and believe they know all about the other. Career education is attempting to remove much of the educational process from the walls surrounding what we know as school and placing this process within the home, work world and community.

Myth 14. Career education is just another Hot Item: it will be gone in five years.

Possible. The U.S. Office of Education has placed a high priority and considerable funds behind this effort. Several states have already made career education a common term and are moving to establish career development components in all schools. At the present time much of the funds supporting career education come from vocational education and this fact does not represent the across-the-board foundation needed. Some programs in existence are not up-to-par; they appear to be vocational programs "warmed over."

In summary, the message is....stay loose and move with purpose. Speed can cause misunderstanding and ill will. Examine and establish only those components, or parts, which have commitment from the administration and teachers. Realize success and then move to implement more components. Above all, develop a comprehensive management model, train the instructional staff to be involved and plan for intensive follow-up with time set aside for idea exchange sessions. Demand

answers from state department consultants and from teacher educators. Seek realistic funding sources and budget carefully for each component. Finally, plan an effective system to evaluate the progress and success of teachers and students.

A SPARK FOR THE DISADVANTAGED -- COOPERATIVE EDUCATION

Cooperative education programs have been around a long time. Disadvantaged students have been around longer. Vocational education has used the cooperative method of instruction successfully for over fifty years. As vocational educators fought to receive respectability in this nation's educational process, some abandoned the disadvantaged student and designed curriculums and programs for the students that were not headed for college but held successful potential because the criteria for acceptance was based on at least an 11th grade academic level, beyond the age most students drop out of school. These two factors guaranteed motivated students headed for graduation and a job. No one can dispute the value or proven success of cooperative programs, yet some educators feel these students would be successful with or without the cooperative program.

What are the key factors necessary for the success of a cooperative program designed to serve the disadvantaged student?

School administrators, state department consultants and teacher educators identify the following four factors:

1. *A committed school administration - Each school operating a cooperative program needs the full cooperation and support of the principal, or other administrative head, to insure a complete program with all components in operation.*
2. *A well trained teacher-coordinator - All cooperative program coordinators need specialized training to become competent in each of the following responsibilities: (a) instruction, (b) coordination, (c) guidance, (d) operation and administration; and (e) public relations.*

3. *Flexibility with grouping or blocking* - Experience has proven that students with severe disadvantages progress with more success when blocked for units of instruction. Instructors seem to feel more individual attention can be given when students are grouped. Some school systems believe that segregation by sex adds to program effectiveness.

4. *A creative team of teachers* - With the coordinator serving as team leader the principal will appoint a team of academic and vocational teachers, committed to the program, to serve their students through an interlocking or interdisciplinary approach. Each team can effectively serve 40-60 students. A model six member team would include instructors from English, math, science, industrial arts, home economics and the cooperative coordinator.

With these four ingredients a school system can begin to operate with specific objectives and intent.

As the program is planned, established and begins to grow the coordinator and team need to be aware of selected criteria which will prove to be the foundation for continued success and operation. The schematic diagram presents each of these factors.

Years of experience with cooperative programs have given educators certain criteria which seem to be necessary for success at the community level. The coordinator must become a part of the community with strong support from local business and industry. Career education concepts stress the need for self awareness and family involvement with a realistic approach to the real world of work. Cooperative coordinators through the years have built their programs on these principles. In fact, many feel that cooperative programs were the real forerunners of career education. As the diagram indicates, all of the techniques and processes used successfully through the years are vital to the establishment of a cooperative program for the disadvantaged student.

The major contribution from career education places a new emphasis on family involvement, the interlocking approach whereby academic and vocational teachers work together as a team presenting subject matter content, joining together disciplines.

An interdisciplinary team can bring the real world of business to the student and at the same time show life as it really exists in our free democratic society. A competent coordinator, a creative team of instructors, a committed administration with flexible grouping can present the school with a viable tool ready to stop the potential drop out and challenge the turned-off student with a total educational concept that is real, current and relevant because all the components are sound and functioning with purpose.

Americans have been noted for trying new things because they didn't know they wouldn't work. But the whole interlocking sequence of American progress and invention was based on a willingness to try the new and discard the old. Interlocking academic subject matter with occupational awareness and skills just makes good sense. This same approach may be used in the 1970's to move career education in America.

INTERLOCKING.....CORRELATION.....OR....INTERDISCIPLINARY

Call It What You Will--It Works!

The Office of Education, HEW, states, "The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work."[1] The fundamentals of career education are proving successful but implementation is an extremely difficult task.

One technique of making career education a meaningful process for students is through a series of interdisciplinary activities sometimes referred to as correlation or interlocking. Like a well-oiled and geared machine, the process of interlocking is beautiful as it turns on the mind of the unmotivated teenager.

The State of Georgia has been successful in directing its efforts toward the establishment of interdisciplinary career development processes and concepts at both the junior high and senior high school levels. Within three years Georgia has opened approximately one hundred and twenty CVAE (Coordinated Vocational Academic Education) programs, encouraging each school involved to utilize interlocking processes through the blocking of students identified as disadvantaged by their local school systems. In the junior high, 45-60 students are blocked (see Figure 1) to provide concrete simulations and bridge the gap from academic theories to realistic projects and hands-on experiences. Many students are too young to work in cooperative training experiences off-campus, therefore, on-campus training sites are provided by the school. Examples of on-campus sites

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[1]*Career Education, Office of Education, U.S. Department of Health, Education and Welfare, DHEW Pub. No. (OE)72-39. U.S. Government Printing Office, Washington, D.C. 20402, p. 2.*

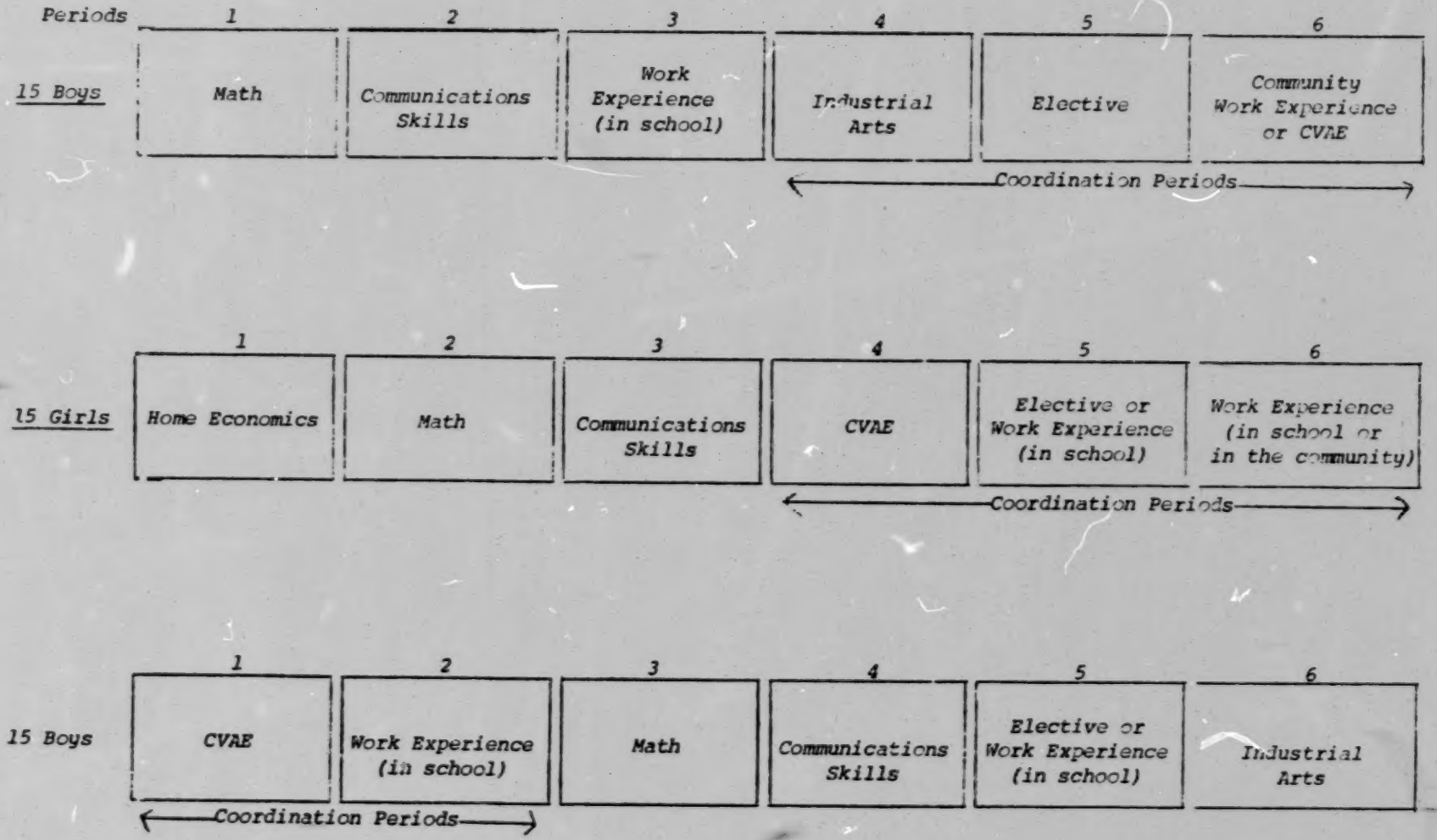

Figure 1

Junior High Design
for
Students Working on the School Campus

include the library, school bookstore, cafeteria and gym. Student trainees are placed by a coordinator and supervised by a teacher in jobs as tutors to elementary students, teachers' aides, and office assistants.

What do the terms interlocking or interdisciplinary mean and what implications do they have for career education? The terms are beginning to be used interchangeably. Simply stated they mean "putting it all together" for the students so that facts, knowledge and discipline (subject matter) make sense. It means joining academic material with vocational skills, but it means even more. It means math joined with science to explain a physical reaction or experiment; it means joining English with music and industrial arts to bring a musical production to life; and it means bringing together the appropriate subjects, from all sections of the school, the community, the family, and the world of work so that the educational process will become realistic and meaningful for each student.

It's a rewarding experience to observe an educationally disadvantaged and almost illiterate student assisting a second or third grader with a reading assignment. Both learner and tutor are motivated. The older student practices long and hard before facing his pupil.

Whenever possible the academic curriculum is interlocked with home economics or industrial arts. Laboratory experiences provide the stimulation for understanding "how" a student puts into practice new knowledge just learned. Simply written training plans are suggested and the teacher-coordinator visits the student and supervisor approximately once per week (see Figure 2).

Recently a program in Macon, Georgia designed a series of interlocking projects, and the outcome produced a room of miniature cardboard furniture which was subsequently donated to a day care center. The idea developed in math, spread to the communications class and became a reality in industrial arts. In English students wrote letters for materials and made oral reports as the project

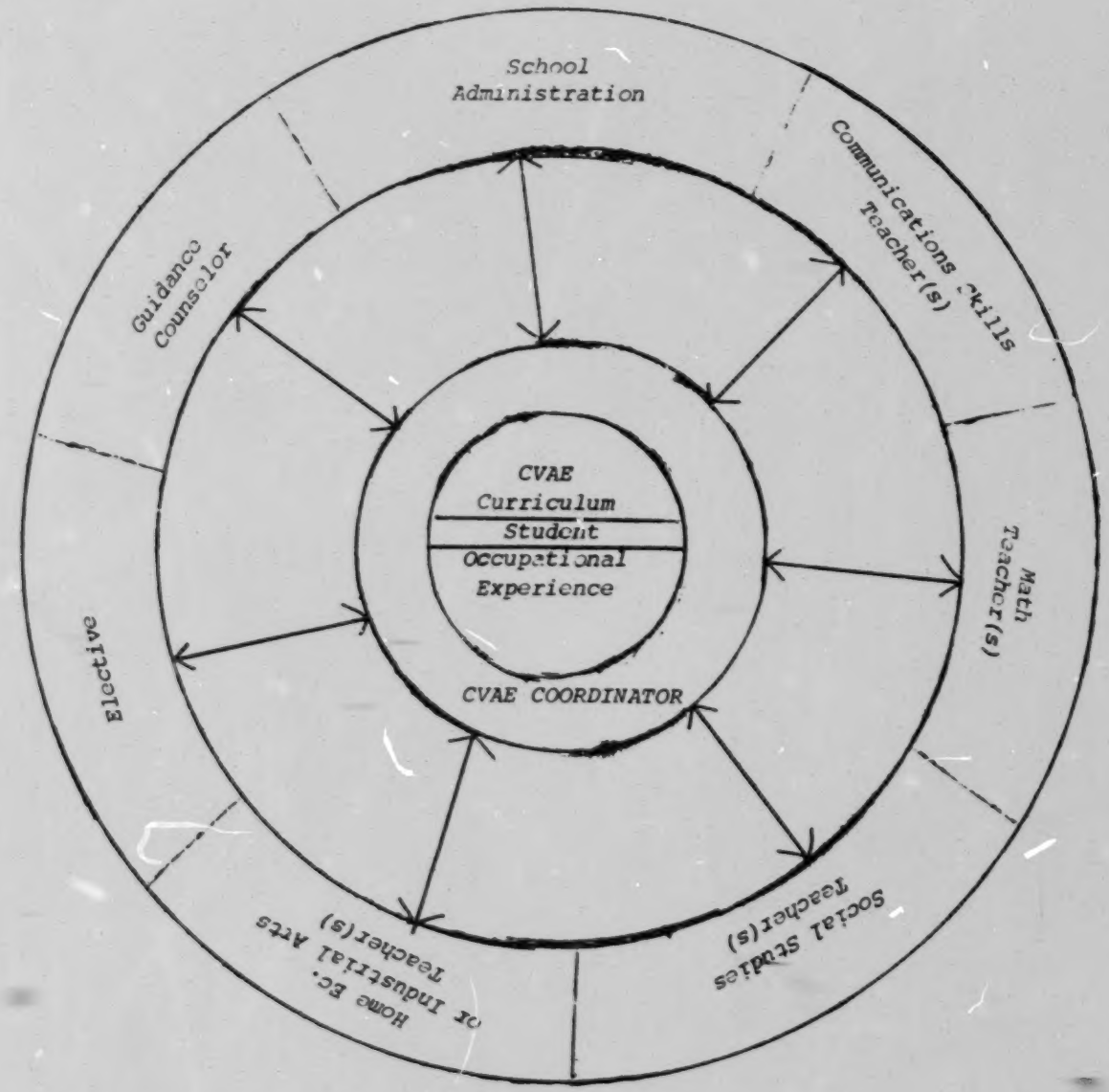

Figure 2

The coordinator must work in cooperation with many areas of instruction and administration.

progressed. In math the students were exposed to the mathematical skills needed to construct the furniture. In the CVAE class the students discussed uses for the furniture and made the arrangements to make the furniture available to needy children.

Interlocking may be designed in many forms and models. One visit to the CVAE program of Mrs. Mary E. Salter in Laurens County, Georgia will demonstrate the value of the interdisciplinary learning process. All students enrolled in this CVAE program are undoubtedly disadvantaged. Many cannot read, writing is a struggle, more than half are two to three years behind in their schooling, and ready to quit school. Let's visit first with the fifteen boys in industrial arts studying automobile engines, utilizing assembly line procedures. In three months they have field stripped seven different types of engines.

During science class the boys are investigating the viscosity of engine oils; the previous week they collected sample brands by scavenging used oil cans from neighborhood garages. Their research involves additives, types, weights and the purpose of motor oil. Next period the students move to their communications skills laboratory. This day found them in the typewriting room learning to spell as they composed letters requesting tours to the Ford and General Motors assembly plants in Atlanta and the Macon Area Vocational Technical School. During this time span the typing teacher and the English teacher were teaming with the math instructor. The math class invited a local auto mechanic to answer questions and discuss career opportunities. Using resource materials students investigate biographies of auto inventors, define terms, view films and learn to use such terms as crankcase, piston, gasket, and carburetor working from newspapers, technical manuals and auto magazines. The math period found the young men back in the industrial arts laboratory. Disassembled engines gave the English and mathematics instructors real teaching aids to explore tolerance, ratio, combustion, calibration and displacement. Mrs. Salter, acting as team leader, helped to plan these experiences during their regular weekly planning session. During her own class

period she was conducting a model car engine contest. Cash prizes were awarded to the students building the best model engines as judged by auto dealers from the city of Dublin. In the CVAE classroom, other students were reviewing career occupational kits. The film "The Motor Mechanic" was shown and discussed. Class discussions center around the auto industry, job requirements, personal aptitudes, salaries and working conditions.

Some educators feel that students should not be blocked for all classes. Students need exposure to the mainstream of their school including physical education, homeroom, music and art. Some schools provide additional time by not blocking for electives.

This example of interlocking involved teachers from the disciplines of English, math, science, business education and industrial arts, in addition to the teacher-coordinator. Projects and related activities involved a substantial amount of planning and effort on the part of all team members. Some projects will not lend themselves to team involvement; therefore, whatever needs to be interlocked or taught separately must be decided on by the team in regular planning sessions. Some projects may only include two teachers. The teachers and coordinators are quick to point out the need for planning and flexibility, and the ability to evaluate, then change the learning activity maybe right in the middle of the stream. Individual student interest spans range from 10-20 minutes; therefore, several projects may be underway during the same period. Team teacher meetings center around two basic topics: a discussion of the individual students involved and the progress of the current projects.

Teachers involved stress the need for planning, cooperation and the ability to restructure the curriculum. Students express their interest by several means: positive student participation, improved attendance, better grades and a change in attitude. When questioned, they will respond with something like, "This is the first year anybody ever cared about me."

For students old enough to work in a cooperative arrangement with business or industry, interlocking can make additional contributions to the education of the disadvantaged or slow learner. When the student is ready, he is placed in a training station under the watchful eye of a training sponsor. The training sponsor is a regular employee of the firm competent in his job and interested in young people. The coordinator must now rely on the advantages of blocking, interlocking and contract instruction to make the team approach meaningful for the trainee (see Figure 3).

Utilizing a training plan for each trainee, the coordinator, the employer, and each academic team teacher can be kept abreast of each training assignment in the classroom and on-the-job. The coordinator is provided with the necessary time and travel expenses to visit each student approximately every two weeks. He keeps the employer, sponsor and the team of teachers up-to-date on the student's progress and/or problems.

Figure 3 shows one model of the interlocking process with students blocked for their related academic instruction. Two periods are provided for laboratory work in the school or released time for on-the-job instruction. In localities where training stations are unavailable, students are provided with experiences in local vocational-technical schools.

The interlocking process requires the teacher-coordinator to be well trained in his role. Figure 4 presents some of the many duties and responsibilities of the coordinator. A statewide review of operations would seem to indicate that success is based on four prime factors: (1) the complete cooperation and encouragement of the school principal; (2) a commitment by a group of energetic teachers willing to set aside at least one period per week to evaluate individual student progress and to plan interlocked projects for the future; (3) a well trained teacher-coordinator; and (4) some degree of flexible scheduling, blocking or semi-blocking.

In summary, interlocking will work effectively and the student can see the

Periods	1	2	3		4	5	6
15 Boys	CVAE	Communications Skills	Science	Lunch	Math	Community Work Experience Industrial Arts	

Periods	1	2	3		4	5	6
15 Girls	Math	Science	CVAE	Lunch	Communications Skills	Community Work Experience Home Economics	

Periods	1	2	3		4	5	6
15 Boys	Community Work Experience		Math	Lunch	CVAE	Science	Communications Skills

Figure 3

Senior High School
Students Working in Community On-The-Job
and in the School

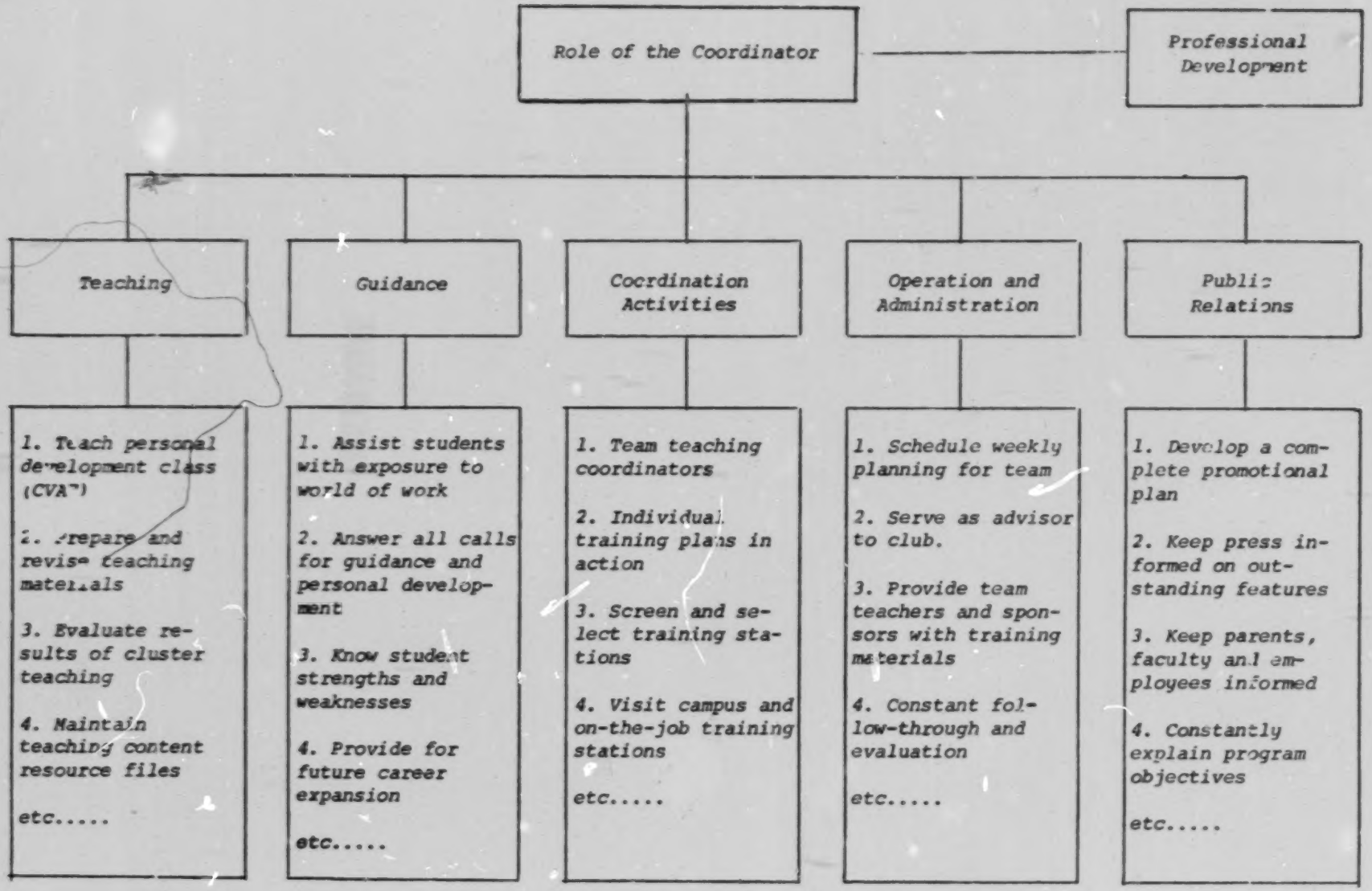
Role of the Coordinator
Professional Development
Teaching
Guidance
Coordination Activities
Operation and Administration
Public Relations
1. Teach personal development class (CVA")
2. Prepare and revise teaching materials
3. Evaluate results of cluster teaching
4. Maintain teaching content resource files
etc.....
1. Assist students with exposure to world of work
2. Answer all calls for guidance and personal development
3. Know student strengths and weaknesses
4. Provide for future career expansion
etc.....
1. Team teaching coordinators
2. Individual training plans in action
3. Screen and select training stations
4. Visit campus and on-the-job training stations
etc.....
1. Schedule weekly planning for team
2. Serve as advisor to club.
3. Provide team teachers and sponsors with training materials
4. Constant follow-through and evaluation
etc.....
1. Develop a complete promotional plan
2. Keep press informed on outstanding features
3. Keep parents, faculty and employees informed
4. Constantly explain program objectives
etc.....

Figure 4

Duties and Responsibilities of the Coordinator

relevance of learning experiences when he becomes a part of each activity. A statewide follow-up study of every fifth child enrolled in CVAE, after one year, indicated that students enrolled in schools with the four components described above, with 286 student respondents reporting, improved their school attendance by 1,358 days or an average of 4.75 days.

Grades were improved also. English and the overall grade point average each increased .77 on a grade letter four point scale. Both math and science increased by .76, or three-fourths of a letter grade. In reality their 1969-70 grades improved from approximately a D- to a C- in their 1970-71 school year.

Where do these students go after one or two years of concentrated interlocking? The main objective is to change their attitudes about school and provide for several avenues. One alternative is to move into a traditional cooperative program. Other students may elect specialized vocational training, some may select other clusters within a career education model, and some may need additional close supervision within an advanced interlocking team program.

In March of 1972 at the request of the State Supervisor of CVAE, each teacher-coordinator assigned each student the task of writing a paragraph entitled "What CVAE Means to Me." One example is presented below <u>exactly</u> as written.

Dear Sir

What CVAE Meant to me

CVAE meat a lot to me from the very frist day we start in this special program. I like the time we take in it and the place we go to, and the class I go to all are whow very speail care and they all way will. It could help lot of children it could help you lean more about your self and most of all is could change your altitude. Being in the program has improve my work and grades, and that just how much CVAE meat to me

Your Furley

Sammy

THE GENERATION GAP IN TEACHER PREPARATION

If one generation of teachers owes anything to the future, it is the understanding, wisdom, perception and compassion it should have received from the generation that preceded it. Too often, new teachers and student teachers criticize their teachers and teacher educators for dull classes, yellowed and worn out lessons plans and unmotivating teaching techniques; yet within a year or two they are walking in the same path and their students are just as critical. Why must this be? Why don't we learn from the mistakes of our own unfortunate experiences as students in an outdated educational process?

Teacher educators observe an endless number of student teachers copying the traits, techniques and even the personal mannerisms of their college professors. Would a generation gap benefit the process of preparing teachers? Would it be unhealthy if there were no generation gap? Most American educators are proud of our educational freedoms and heritage. The American educational system has created a model for the world. But just as with families, children leave home and begin to find their way in the world -- young aspiring teachers must leave their colleges and universities and experience teaching on their own. Why then do we have a problem? Four problems are submitted with proposed solutions.

Problem 1 - Being human, student teachers are exposed to years of poor teaching by college professors. Their experiences are subsequently reflected in their own performance once they are on-the-job.

Solution - College teaching should be upgraded by in-service workshops, training institutes and exchange programs with business, government agencies, educational institutions and industry. Outstanding teaching should be rewarded by salary increases and promotions. Quality instruction must take precedence over publishing and research.

Problem 2 - Too many universities and colleges offer student teaching during the senior year with few alternatives.

Solution - College students expressing an interest in a teaching profession should be assigned to a variety of public and private in-school experiences all during their college years, for example:

Freshman Year - Career orientation to the profession, tours, and "hands-on" experiences with several school sites at different levels (elementary, junior high, senior high, vocational-technical schools, industrial training sites and community colleges).

Sophomore Year - (a) Selection of curriculum areas for in-depth exploration. At least one internship with a school system assisting teacher aides, learning administrative skills, posting records, and assisting classroom teachers with instructional materials and out-of-class activities. (b) Occupational experiences to strengthen a career development approach to selected disciplines.

Junior Year - (a) Student teaching for a short segment of time under close supervision. Advanced experiences with youth clubs, community activities, adult education programs, and private learning laboratories. (b) Directed occupational experiences to support related clusters of career education. (c) In-school (on-site) college courses whenever possible.

Senior Year - A university-directed program offering the opportunity to teach in more than one school, utilizing the latest techniques. Whenever possible the college students would take an active role in a variety of experiences - for example: adult classes, remedial reading laboratories and community college cooperative programs.

Problem 3 - Separation of academic and vocational education.

Solution - A realistic team approach, utilizing the very best of both, relevant to student needs. The curriculum must be changed - both vocational and academic. Interlocking of projects, curriculum, techniques and a professional commitment by educators to make a meaningful change.

Problem 4 - Students at all levels are bored with unmotivated teachers and poor teaching techniques.

Solution - Pay teachers what they are worth in terms of performance and professional service. Local school boards should work cooperatively with colleges and universities to provide continuous in-service programs to keep classroom teachers on their toes and up-to-date in subject content and methods of instruction. This would include occupational experiences with private enterprise and government coordinated with scheduled returns to colleges for continued up-grading. School administrators, counselors and school board personnel should be required to participate along with classroom teachers.

We have a generation gap; we always will, and we should. We need to profit

and learn from one generation to another, but we also must allow for new incentives, new student interests and values molded with teacher creativity to meet the individual needs of each student at exactly the correct moment in time and place.

College and university deans need to direct their department heads to join forces for an interdisciplinary approach to instruction. Universities are more departmentalized than secondary schools. College faculty members have very little contact with their colleagues in other schools and departments. Each college dean should be committed to total staff development. This fact should be reflected in his budget. College teacher educators need to be teamed with public school faculties for career exploration and sequencing of instruction. High school career education activities and concepts should lead realistically to college experiences, projects and challenges.

Dynamic change will come about in teacher education, and the pressure to change may come from students who seem more open, concerned and ready to challenge the establishment. Would it not be more appropriate and realistic to accept the generation gap, identify the specific weakness in teacher preparation and then move with progressive programs that challenge students and motivate prospective teachers through innovative, exciting activities geared for the real world of education?

SENIOR CITIZENS BENEFIT CAREER EDUCATION

Most parents and teachers today will readily admit that a generation gap exists between young people and their parents. Grandparents, on the other hand, have for the most part received unlimited respect from their grandchildren. In fact, there seems to be a magical communications link fusing the interests and words of each toward a common ground for conversation and understanding, thereby allowing most older adults to communicate with ease to searching youngsters.

As the concepts of career development spread into the curriculum of our schools we need to use every resource available to implement each phase and make the learning process as meaningful and relevant as possible. Why not use this "magic touch" held by our senior citizens? Not only do they hold a proven communications channel, they possess a wealth of occupational knowledge, travel experiences, and career insight interwoven with patience, understanding and the strength needed to overcome the credibility gap and distrust of young people toward adults. Senior citizens can benefit the implementation of every basic career education concept, if used wisely. Let's examine some of the ways older adults can lend their expertise to career development concepts.

Career Decision Making and Planning

Decision making and planning is a logical process when viewed through the eyes of older persons, yet teenagers struggle because the process is new and may seem impossible. Being older may also mean wisdom in terms of singling out specific alternatives and making a choice. Avoiding outside pressure by inwardly understanding oneself develops wise decision making skills based on self-determined career choices. Youth and older adults can seek these answers together because one has already been there and the other may need a helping hand to begin the journey.

A Reason for Learning

When a local school system develops a process whereby senior citizens assist guidance counselors, they are tapping an extremely talented resource. Older Americans are "chocked full" of wise counsel mixed with wisdom that for most comes only with years of realistic experience in the world of work. Material things change, technology leads to new processes and procedures, but how much do people really change? Very little. One must learn, or be educated to succeed in our complex society and work environment. Older persons may assist with on-the-job advisement and serve as counselors in placement offices and follow-up after placement is a natural for adult businessmen who know the community and have unlimited contacts.

Resource Persons

Our great American system, for some unknown reason, feels that most adults should retire in their 50's and 60's. For many this is the prime of their life. Therefore, they feel left out, burned-out and unimportant. Why not re-light their torch wiht meaningful utilization in career development where they can serve as resource specialists to counselors, vocational instructors, administrators and classroom teachers.

Many academic teachers have never worked in business and industry. The SCCS (Senior Citizen Career Specialist) can bring related career activities and games to life in an active on-going curriculum with personal experiences, job skills, occupational know-how, and by using work terms that mean something to students in relation to the real world.

Interdisciplinary or Interlocking

As teams of teachers plan together to correlate vocational and academic education, SCCS helps with applied learning. They can assist with student projects and learning activities designed around individual student career objectives. This approach allows for teams of teachers to plan and work together with teams of SCCS's. The student benefits.

The school is left out of most community action, therefore, the SCCS can help students to see a need and reason for acquiring academic knowledge and occupational skills in order to reach their tentative or real career goals. Students need a saleable skill to present to prospective employers.

Individualized Instruction

Pam, a ninth grader, was assigned a project dealing with railroads. Through a friend she obtained the name of a retired railroad engineer with 40 years of experience. She telephoned the old gentleman and was invited to his home for a visit. Pam came away, ready for her report, loaded down with pictures, literature, books and a wealth of notes including human interest stories, covering forty years of railroad history from the steam ironhorse to modern diesels. His wife fed Pam cookies and personal side stories about their large family and how their lives and community had changed through the years because of the railroad. This simple case indicates the importance of involving our senior citizens with the concepts of career development.

Elementary School

During the early years, SCCS's play an important role as the child begins to learn about himself. We only need to think back to our childhood and the many happy experiences, activities, and heart-to-heart talks with our grandparents. These can help the child become aware of himself, the working world around him, and the all important values and attitudes about himself that will follow him to adulthood. The SCCS can lend a strong hand as together, through stories, visits, field trips and role playing they discover new talents and interests in the environment we all share.

Junior High

At this age level youngsters are eager to explore. These are molding years, searching years. They seek independence and yet are reluctant to take the first steps. A team of SCCS's gives a new opportunity to the junior high student by

providing a path to meaningful adult roles. This is a time for field trips, with SCCS's, to explore and discover the real world of work. Hand-in-hand they visit the world. One already knows the way.

Senior High School

This is a time for decision. Research projects, growing and changing values, life styles and skill training present new challenges to the SCCS. Each student must leave school not just educated, but educated for something - college, work, tech school, the military, homemaking or life. The SCCS, with proper training, assists educators as they prepare their young adults to face the world. They serve as laboratory technicians to vocational and academic instructors. They serve the counselor in group dynamic sessions and the youth club sponsor as a consultant on music, art, chess, drama, conservation, ecology, foreign travel and sociology.

Learning together the two generations find relevancy in learning. When a young sophomore asks why must he learn to diagram a sentence - I'll never need this - the SCCS who once was the local D.A. explains how lawyers must be able to diagram long sentences every day. Senior high is a time to ask "why" and get a meaningful answer.

Summary

Community leaders must become actively engaged with the schools in all areas of career development. Older citizens have the time and the energy to make themselves and community action groups available.

SCCS's know what they needed to succeed in their world and what they did not have and therefore had to reach out for. School administrators would be wise to listen to their counsel. Whan a person retires in America, he or she has not quit - society has quit them. We must tap this energy source and seek out the knowledge, patience and wisdom with which they explored the unknown waters, the dark places and the land across the mountains. We need to reach out - and take their hands.

THINKING OF BRINGING CAREER EDUCATION TO YOUR SCHOOL SYSTEM.

Many local boards of education and school administrators are hearing about career education, but with all the existing priorities and problems they have reservations about taking on anything new. If your local school system is contemplating career education, these suggestions may prove helpful.

Get the Facts

The various concepts of career education are not new, but many of the components of career development revolve around basic educational processes, success-proven with a new diversion . . . in the last two or three years. Progressive school systems recognize the impact that career education can have on their schools and their community. Therefore, it will benefit your board to find out exactly what career education is, how it works, what it will cost and what components of career education are working successfully in neighboring communities. Invite a career education teacher and a school administrator to speak before your school board. Encourage local community and business leaders to question them regarding the basic concepts of career education including which components could realistically be added to your total school program within the next year. Secure curriculum guides from national or state models and then visit nearby sites recommended by your speakers or your state department of education career education consultants.

Look into the Cost

As you consider which components of career education (examples: elementary self awareness, grades 1-3, comprehensive mini-provocational clusters, job placement centers, etc.) you would like to implement, first secure budgets from established programs. Most educators agree that implementation at the elementary K-6 grades is least expensive. This component or phase can be instituted with

only a two week curriculum workshop for elementary teachers.

Hire a Leader

School systems have found it wise to hire a career development specialist at least twelve months prior to the establishment of any career education components. This allows for sound planning, budget preparation, re-training of personnel, collection of materials, aids and equipment, and re-structuring of the curriculum. The career education specialist should hold orientation sessions with board members, school board staff, principals, curriculum directors and guidance counselors. He should visit as many sites as possible to collect ideas, concepts and materials that have proven successful. This will save time and money - it will prevent the system from re-inventing the wheel. He should also meet with state department of education personnel and college officials to secure funding, plan for teacher training and design follow-up activities for all personnel involved. Attendance at national, regional and state career education conferences will advance his thinking and keep him up-to-date on policy, funding and national trends.

Develop a Management Model

With the help of state department of education consultants it will prove wise to design a local management guide for administering the career education components. Administration policies should be coordinated through existing channels; however, new concepts for instruction, released time, travel arrangements, team teacher meetings, job placement center operations and faculty involvement with business, government agencies and industry will demand new management objectives, procedures and evaluation instruments.

Key administrators, counselors and vocational leaders should plan for a five day retreat or workshop to review the various components which will make up the career education program the first year. After a review of the students and teachers involved, a twelve month management plan should be designed around the school's calendar of events with new career development activities inserted.

Advisory committee members may be invited to attend selected planning sessions.

Contract for Teacher Re-Training

One of the first items the management model should include is teacher re-training or up-grading. Secure the services of an educational consultant or approach a career education center at a teacher training college or university. Plan summer workshops and short institutes including a meaningful series of follow-up activities for at least ten months after the initial instruction. Plan for the preparation of curriculum guides, the establishment of a resource center for your teachers and a system for exchanging ideas and materials that prove successful at the classroom level. If cost factors are prohibitive, select only one teacher from each grade level for intensive re-training. This teacher can return to the school as a teacher-trainer or grade-level-leader to assist others with the implementation of career education. Training of teachers may follow several patterns. Check to be sure your teachers will receive practical and realistic techniques and materials that are classroom ready and appropriate for your community.

Involve the Total Community

Career education, to be successful, must utilize the entire community. Selected community, industrial and business leaders should be involved from the early planning stages. Vocational education personnel can assist by naming local leaders with intensive interests in the practical needs of students. Parents and students should be included on planning, steering and advisory committees. Do not overlook a cross section of the community; include minority groups, civic organizations and the informal power structure. Include all of these at the appropriate time to review your management model. Secure commitments and assign responsible citizens to selected tasks. This involvement will bring about responsibility, purpose and the total local support needed for successful innovative change.

Built-in Evaluation Procedures

Step-by-step evaluation procedures should be built into each phase of the management model. Some models indicate a three man evaluation team appointed by the school superintendent responsible for both formal and "spot" evaluation visits to career components in operation and teacher training workshops. Additional feedback is necessary from the business community, parents, minority groups and most importantly students. Students should be included at all levels, from school board decisions to job placement services. The utilization of third party teams for evaluation is questionable due to cost and the real need for a locally designed and operated series of activities. Regardless of the evaluation procedure used, it needs to be well planned and scheduled in the total calendar. When problems or weaknesses are identified, steps must be taken to move with meaningful alternatives.

Summary

Americans have been noted for trying new things because they didn't know they wouldn't work. But the whole interlocking sequence of American progress and invention was based on a willingness to try the new and discard the old. This same approach may be used in the 1970's to move career education in America.

Programs and components of career education do not just happen. They are well planned and carried out with purpose. Long range program objectives must be compatible with short term individual career objectives of students. Components such as career awareness, occupational skill training, guidance and job placement must provide for individual differences.

As your school system looks to the possibilities and potential of career education, get the true facts, review the budget carefully, select a dynamic leader, design an administrative guide, prepare for teacher training, involve the community and make evaluation a working part of the total education plan.

COOPERATIVE INDUSTRIAL EDUCATION
FOR THE
DISADVANTAGED

BEST COPY AVAILABLE

Paul Mozenter, Director
Vocational Services, Disadvantaged
Division of Vocational Education
State Department of Education

Cooperative Industrial Education for the Disadvantaged satisfies a most important need. Youngsters having difficulty finding meaning in traditional in-school programs experience a real blending of school activities and the real world in the coop program. They enjoy the rewards of work both from an economic point of view and from the satisfactions gained in learning and acquiring specific skills. Thus, the disadvantaged student sees school as an institution vitally concerned and interested in his welfare and development.

Furthermore, because the employer is interested in developing a productive and skillful employee, close attention is paid by the employer in helping the CIE student develop skills as quickly as possible. Thus, a disadvantaged student acquires job skills in most effecient and practical ways.

The record shows that CIE program #2, for the fiscal year 1972, has reached an enrollment equal to that of the #1 program and that much of the total growth of CIE may be found in the expansion of the #2 program. This is a tribute to your sensitivity of student needs.

The steady growth of CIE is not only a recognition of the value of the program, but a tribute to the coordinators implementing the program. CIE, in New Jersey, is the leader among Cooperative Education Programs. Let's keep it that way.

COOPERATIVE INDUSTRIAL EDUCATION
FOLLOW-UP 1971-72

A summary of some important facts:

		1971	1972
Students served by the Program		4,338	5,234
Schools		207	204
Student Earnings	$	5,716,425	6,565,521
Hours worked by students		3,082,288	3,314,810
Average income per student	$	1,318	1,254
Average hourly wage	$	1.85	1.98

All of the work stations reflect the competitive nature of industry. At the present time, 9,500 participating employers are eligible to train students. The Cooperative Industrial Education Program is financed with Federal and Local funds.

Not shown in those statistics is the excellence of the facilities made available to these students. In the Cooperative Industrial Education Program, students are trained on sophisticated, modern equipment using methods current in industry.

The variety and complexity of equipment and know-how available for training of Cooperative students on-the-job represents an investment of millions of dollars if duplicated in a school program.

ANALYSIS OF FOLLOW-UP STATISTICS FOR COOPERATIVE INDUSTRIAL EDUCATION PROGRAM

1971-72
(Taken June, 1972)

ITEM 1:

45% of all C.I.E. students are 18 years old.
34% of all C.I.E. students are 17 years old.
14% of all C.I.E. students are over 18 years old.
7% of all C.I.E. students are 16 years old.

18% of all C.I.E. students are girls.

71% of all C.I.E. students are 12th graders.
20% of all C.I.E. students are 11th graders.
1% of all C.I.E. students are Post Graduates.

8% of all C.I.E. students are classified as Handicapped.
24% of all C.I.E. students are classified as Disadvantaged.

ITEM 2: Immediately after graduation 4% of all students in the Cooperative Program are in the armed forces, and 17% of all students are in the armed forces five years after graduation.

ITEM 3: 54% of all Cooperative students stay with their original employers immediately after graduation. Five years later, 25% of the students are still with their original employers.

ITEM 4: The percentage of all students who become apprentices upon graduation is 5%.

ITEM 5: Approximately 10% of the Cooperative students take similar jobs at graduation and five years later 19% are employed in similar jobs.

ITEM 6: Upon graduation, 11% go to further education.

ITEM 7: Upon graduation, 9% go to work in a field different than the job they held while in Cooperative Programs.

ITEM 8: At graduation, 4% are unemployed. Five years later, less than 1% are unemployed.

ITEM 9: Handicapped students are included in the statistics in items #2 thru 8, and the percentages for them are almost identical with the excepti that the percentage in the Armed Forces is considerably less.

SCHOOL YEAR 1971-72

Listed below are the occupations enrolling 81% of the Cooperative Industrial Education students:

	Students	Percent
Auto Industry Mechanic Specialization Body and Fender Parts	1,077	20.6
Retail Trade	376	7.2
Metal Trades Machinist Tool and Die Sheet Metal Machine Operation Metal Working Foundry Other	354	6.8
Food Services Waiters Waitresses Bus Boys Quanity Food Preparation	275	5.3
Woodworking and Carpentry	284	5.4
Shipping and Receiving	255	4.9
Clerical	235	4.5
Electrical Trades	195	3.7
Graphic Arts	186	3.5
Food Preparation Cook/Chef Bakers Meat Cutters	127	2.4
Health Occupations	108	2.0
Custodial	88	1.7
Landscaping, Nurseries, Etc.	79	1.5
Accounting and Computers	78	1.5

Number of Coordinators	246
School Districts	204
Average Coordinator Student Load	24.3
Number of Placement Visits	77.248
Number of Work Stations Approved	9,500
Number of Advisory Committee Meetings	428
Number of Promotional & Civic Meetings	977
Number of Parent Conferences	5,790
Hourly Wage Range	$1.60 to $7.54

Number of Approved Co-op Programs:

#1 - 181

#2 - 161

#3 - 91

	Students	Percent
Secretarial and Stenographic	74	1.4
Textile Production	61	1.3
Plumbing	57	1.1
Welding	46	.9
Drafting	44	.9
Misc. Trades	184	3.5
Misc. Construction	96	1.8
Misc. Agricultural	66	1.3
Misc. Occupations	739	14.0

METHODS OF COMPENSATING COORDINATORS

1971-72 SCHOOL YEAR

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Type of contract held by Coordinator:

30% 10 month teacher contract

9% 10 month teacher contract with additional compensation paid for overtime, holidays, and extra responsibilities not to include summer employment.

3% 10 month contract with additional compensation for overtime, extra responsibilities, and summer employment.

30% 10 month contract with additional contract to cover summer employment.

12% 11 month contract.

1% 11 month contract with additional compensation paid for overtime, holidays and extra responsibilities.

15% 12 month contract

Travel Payment

82% Paid on a mileage basis

18% Paid a flat fee

FOLLOW-UP DATA
1971-72

	TOTALS	
	1971	1972
Number of Graduates	2823	3439
Boys	1335	2785
Girls	488	654
Armed Forces	155	153
College	124	167
Housewife	21	33
Other School	60	60
Technical	105	149
Original Employer	1394	1862
Apprenticed	105	144
Similar Job	275	332
Apprenticed	14	19
Different Field	201	312
Apprenticed	11	21
Total Apprenticed	130	184
Unemployed	104	145

1972 ENROLLMENT	MALE	FEMALE	TOTAL
Program #1	2,233	192	2,425
Program #2	1,727	622	2,349
Program #3	341	119	460
TOTALS	4,301	933	5,234

APPENDICES

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THE CO-SPONSORING AGENCIES

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Jersey City State College

Dr. James H. Mullen, President
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Warren E. Downey, Acting Director
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John A. Wanat, Assistant Director
Director of the Conference
Center for Occupational Education

John F. O'Donnell, Administrative
Assistant and Program Co-Director

State C.I.E. Association

Carl Schweizer, President

Jerry Berosh, President Elect

John Antolick, President
North Jersey Region

John Parker, President
Central Jersey Region

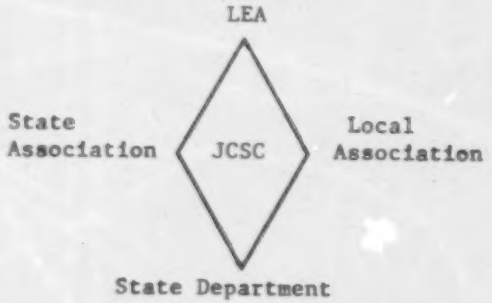
Jack Hoffner, President Elect
Southern Jersey Region

Conference Objectives

To establish a calendar of events for the up-coming year for C.I.E. coordinators. (Accompanying this program announcement is a list of suggested activities the State Association has developed. Please rank order them according to the priority in which you would like to see them accomplished and return them with your registration).

To become familiar with co-op programs operating in other states

To develop an understanding of the inter-relationships of the C.I.E. coordinator to the Local Education Agencies, the State Department, the State C.I.E. Association, the local C.I.E. Association and the Service Organization at Jersey City State College



To become familiar with future developments at the local district level that affect C.I.E.

To receive and react to the All Purpose C.I.E. Manual that will be distributed at this workshop.

JERSEY CITY STATE COLLEGE

THE CENTER FOR OCCUPATIONAL EDUCATION

Announces

A WORKSHOP

For

COOPERATIVE INDUSTRIAL EDUCATION COORDINATORS

-69-

JUNE 8, 1973

At the

GREENBRIER RESTAURANT

U.S. Route 1 North Brunswick, N.J.

Sponsored in Conjunction
with
The Division of Vocational Education
The New Jersey Department of Education
and
The New Jersey Cooperative Industrial Education Association

The Annual Workshop
For
Cooperative Industrial Education

June 8, 1973

9:00-9:30 a.m. Registration and Coffee

9:30-11:00 a.m. Morning Agenda

Welcome

Dr. James H. Mullen
President, Jersey City State College

Remarks on the Past, Present and Future from the Bureau of Special Needs and Cooperative Industrial Education

Mr. John R. Wyllie, Director

View from the Local District on some Future Developments in Vocational Education

Mr. Adrian Van Zweden, Director
Career & Occupational Education

Questions and Answers

Cooperative Industrial Education Service Activities

Mr. John A. Wanat
Assistant Director
Center for Occupational Education
Jersey City State College

(Agenda Continued)

11:00-11:30 a.m. Coffee & A/V Displays

11:30-1:00 p.m. Group Sessions

1:00-2:00 p.m. Luncheon

1:30 p.m. Address:

Cooperative Education as it relates to the Disadvantaged: Coordinated Vocational Academic Education

Dr. H.R. Cheshire
Georgia Southern College

2:00 p.m. Summarization

Group Reports

2:30 p.m. Conclusion and Dissemination of Materials

A) C.I.E. All Purpose Manual
B) C.I.E. Audio/Visual Free-Loan Brochure
C) Certificate of Attendance

Cut & Return

REGISTRATION FORM

Name _____
Last

_____
First Initial

Position _____

School _____

City _____

Home Address:
Street _____

City _____

State _____ Zip _____

Phone:
Home _____ School _____

Subsistence

Accommodations for the entire program will be provided free of charge as part of the workshop. There is no registration fee.

Return registration forms to:

Mr. John A. Wanat
Program Director
Center for Occupational Education
Jersey City State College
Jersey City, New Jersey 07305

Phones: (201) 547-3311;3312;3349

State of New Jersey
JERSEY CITY STATE COLLEGE
JERSEY CITY, N. J. 07305

JAMES H. MULLEN, PRESIDENT

May 7, 1973

Dear Superintendent:

On June 8, 1973, the Center for Occupational Education at Jersey City State College is sponsoring the Annual C.I.E. Workshop, in conjunction with the Division of Vocational Education, State Department of Education. The Workshop is specifically oriented for Cooperative Industrial Education coordinators to discuss their projects and learn about the programs of other coordinators throughout the State.

We would appreciate your cooperation in allowing the coordinator in your district the time to attend this meeting.

Sincerely,

John A. Wanat

John A. Wanat
Program Director

JAW/pd

State of New Jersey
JERSEY CITY STATE COLLEGE
JERSEY CITY, N. J. 07305

JAMES H. MULLEN, PRESIDENT

May 7, 1973

To: All C.I.E. Coordinators

The State C.I.E. Association has spent a great deal of time to come up with a slate of activities that they would now like you to rank order according to the preferential treatment you would assign to these activities. In addition, there is room for your own personal suggestions.

Please return these with your rank order classification when you forward back your registration for attendance at this June 8 Workshop. One of the group sessions will specifically deal with the recommendations that you the coordinator has indicated on this return sheet. Therefore, it is imperative that we get this back as soon as possible with the registration so we can put it on the agenda.

Sincerely,

John A. Wanat

John A. Wanat
Program Director

JAW/pd

FUND RAISING - Committee to develop various methods for increasing the treasury. The more the Association wants to accomplish, the more the cost.

CO-OP FILM - Committee for the development and making of a film for the promotion of Cooperative Education, especially C.I.E. Possible funding.

RELATED CLASS APPROACH - (Independent Study) Committee to develop a plan or approach unique to the related class. This would also include the possibility of sharing this idea at a workshop, or at regional C.I.E. meetings.

SPONSOR'S HAND BOOK - A committee to develop, produce, and collate a first class hand book that can be presented to employers and other interested parties explaining the structure, relationships, and unique highlights of C.I.E.

EXHIBITING - A committee that develops the where, how, and when C.I.E. will present an exhibit for the promotion of state-wide programs.

WORKSHOPS - Advisory Committee formation and function. Develop the program of information and exchange to inform coordinators of the various methods and techniques of successful advisory groups.

The Law and Cooperative Industrial Education. Through the use of various expert sources, present a program of information that will allow all coordinators the opportunity to familiarize themselves with all the necessary legal guidelines for their programs.

REGIONALIZED IDEA EXCHANGE - Committee to develop a plan for the exchange of materials and concepts of C.I.E. within a particular region. Also a schedule of periodic visitations of regional presidents to the other regions to up-date those coordinators concerning not only their ideas concerning materials, but to also give them other possibilities for developing more participation and other projects.

C.I.E. STUDENT OF THE YEAR - Develop criteria and procedure for the screening and selection of the outstanding C.I.E. student. Work on a program of presentation with the possibilities of a financial award.

STATE DEPARTMENT LIAISON - A committee to develop, cooperatively with the state department, a schedule of meetings with regional representatives of C.I.E., to gather and distribute the news from the top.

PROGRAM GUIDELINE REVISION - A committee to develop methods and procedures for enacting a process for change in various C.I.E. guidelines, especially in reference to 18 year olds.

If you have any suggestions, indicate them here.

DISCUSSION TOPICS
PRIORITY LISTING

1. RELATED CLASS APPROACH - (Independent Study) Committee to develop a plan or approach unique to the related class. This would also include the possibility of sharing this idea at a workshop, or at regional C.I.E. meetings.

2. WORKSHOPS - Advisory Committee formation and function. Develop the program and exchange to inform coordinators of the various methods and techniques of successful advisory groups.

   The Law and Cooperative Industrial Education - Through the use of various expert sources, present a program of information that will allow all coordinators the opportunity to familiarize themselves with all necessary guidelines for their program.

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4. PROGRAM GUIDELINE REVISION - A committee to develop methods and procedures for enacting a process for change in various C.I.E. guidelines, especially in reference to 18 year olds.

5. CO-OP FILM - Committee for the development and making of a film for the promotion of Cooperative Education, especially C.I.E. possible funding.

WORKSHOP SESSIONS

GROUPS A & B

SUMMARY

Group Leaders: Robert Gray
CIE Coordinator
Livingston High School

Jack Hoffner
CIE Coordinator
Cherry Hill East
High School

Communications:

1. State Department Representatives at Superintendent's Meetings.
2. Letters to Superintendent and Principal about workshops early in year.
3. Coordinators direct communications - Board of Education and Superintendent.
4. List of Professional days in September.
5. Coordinators schedule should reflect in-service workshops.
6. In-Service program in place of workshop.
7. Liaison Committee utilization.
8. County Co-op meeting or smaller to exchange ideas.
9. Utilize local Public Relations personnel.
10. Course in Public Relations and Group Dynamics at In-Service program.

Public Relations - State Film-Yes

1. Youth Organization "VICA".
2. Exhibits in school
   C.O.P.E.
   Student Accomplishment
3. Assembly Programs
4. Slide Public Relations of jobs.
5. Education Television.
6. State-wide C.I.E. days.
7. Promote Advisory Committee
8. Career Fair - Cooperating Employers set up booth manned by student employees or Central (area) Careers Exposition.
9. (VHF Closed Circuit) Television - 3 stations affiliated with State Government.
10. State-wide development of film on Co-op in progress.
11. Co-op Education news articles supported by ads from cooperating employers.
12. School program (Co-op) once a week developed and presented by Co-op students.
13. Advisory Committees - Council members promoting and publishing Re: Co-op
14. Salaried Public Relations man at State level.

GROUP A

Reactions to 5 Problems Areas:

Introductory Remarks
Mr. Robert Gray

I. Discussion - Related Class

Need for more meetings, literature, etc. for Track 3 Coordinators not represented on Manual Committee (East Brunswick High School). Bring this to attention of State Organization of Coordinators.

Tie in MECEP Coordinators more closely with Organization Activities.

Question of length of time for related classes discussed ---
Some members recommend shorter periods and less classes per week.
Suggested an innovative approach to question mini courses.
Less classes as year's end approaches.
Clear any changes with administration.

II. Workshops - Discussion

Workshop being planned.
Center for Occupational Education to help in planning, etc.
Advisory Committee to be on agenda.
Make available to coordinator law requirements in order to inform coordinators, administrator and others involved.

Discussion of Unemployment Insurance forms - (to be given to employers).
Question of students traveling to work.
Cover Coordinators by insurance if students were to be hurt in traveling to and from jobs.
Suggested - Use of Mini buses.

GROUP B

Reactions to 5 Problems Areas:

I. @Group 3 coordinators feel that they were not represented in the manual.

@Comment regarding lease time - Reschedule a day of the week so that students can be shown the work stations available in the area.

@Closed circuit television taped at each job, and returned to the school. Also show as much of the school as possible.

@Coordinators may be the person (Coordinator of Independent Study) involved to let the students go on an independent study project as an alternative to scheduled class sessions.
Comment - Max Hartman's group developed a "Start Your Own Business Project."

II. A Northern areas school has volunteered to run a workshop for the Advisory Committees.

One school has reported successful advisory meetings were achieved by holding them in the school and serving lunch.
Held every other month.
Some schools function under a cooperating committee comprised of all the Co-op programs in the school.

The Law - How about funding for buses to provide transportation to and from work.

@One school no longer permits anyone to drive students for any reason. Some require the coordinator to carry additional insurance at his own expense.

Can we get a T-letter from the State Department regarding the status of 18 year olds?
There are 3 different views regarding responsibility
--the law, the insurance company, the employer.
How about working past 6:00 p.m. when 18?
C.I.E. Student is in a training program and must be guided by the regulations of the program. Exemptions, however, are allowed.
It is further hoped that there will be a uniform set of guidelines covering all programs. (Why are some allowed to work to 10:00 p.m.?)

Problem Re: Unemployment Compensation should be explored.

Publicity

1. V.I.C.A. - Christmas baskets Contests, Conferences, etc.
2. T.V. - 5 minute time slate advertising (Educational) Coop.
3. Publicity film for statewide use.
4. Year-end luncheon - Board of Education representatives from industry, mayors, etc.
5. Certificate to long term employers.
6. Recognition to all employers - past and present.
7. Film of on-the-job activities for inter-schools promotion.

Communications

1. Utilize liaison committee.
2. County meetings of Co-op Coordinators on frequent schedules.
3. "In-Service Training Program" rather than "Workshop" - terminology.
4. Professional training in Public Relations and Group Dynamics for Coordinators.
5. Contact local Public Relations professionals.
6. State Department Vocal representation at Superintendent's meetings, confirming Coordinators activities requiring meetings, etc.
7. Relating workshop information to needs of students.
8. Letters to Superintendents and Principals requesting attendance of Coordinators at workshops, meetings.
9. Direct Communications with Superintendents and Board of Education.
10. Negotiate professional days thru LEA (Local Education Administration).
11. Scheduling to cover time of Coordinators to conferences, meetings, etc.

GROUP DISCUSSIONS - LIST A

Louis Altieri
Wayne Backes
Irene Bartz
Jerry Berosh
Henry Biringer
Robert Boose
Jack Brooks
Edison Burden
Nicholas Cammarano
Frank Cedrowicz
Vito Cupoli
Harold Dicks
Lee Leroy Dietz
Walter Dzuroska
Richard English
Jacob Faasse
Thomas Fahey
Robert Galloway
Joseph Grosso
Peter Hoskey
Beverly Kasper
Hyman Kazin
John Kelly
Walter King
Thomas Kirkup
R. List
Glenn Mackay
Anthony Malakas
Brian R. McPhillip
Lauten Michose
Ralph Migdale
Gerald Mingin
Irving Mitzman
Wilbur Nisenson
S. M. Panesis
Gus Pascale
Richard Patton
Alphonse Pignataro
John Pistolas
Donald Ratger
Harold Retterman
M. Rosica
Dennis Sandman
Richard Sands

Victor Scango

James Smith

William Smith

Michael Supko

Alexander Tunnard

Joseph Turner

Peter Uhlig

Alan Wade

Edward Weinfeldt

Robert Young

GROUP DISCUSSIONS - LIST B

Sheldon Abrams
Thomas Adams
Mrs. Attles
Sam Ayoub
Joseph Belveveau
James Bennett
William Blanken
Bernice Campen
Edward Cantwell
Paul Cardaciatto
Cecile Cooper
Samuel Cooper
Andrew Davis
Thomas Decker
Anthony Fotui
B. Garula
Dean Garwood
Robert Gray
Richard Hancock
Max L. Hartman
Vernon W. Heffern
Clarence Heyel
Nate Jones
Edward Kasky
Frank Kirsh
Alfred Kolmos
James Lynch
Patrick Maggio
John Majewski
Donald Marth
Jerome Morici
Thomas Patten
Joseph Perach
Thomas Powner
John Robins
Ralph Ross
Arthur Rosser
Grey Seniscalco
Emilio Spino
William Steiner
Joseph Swaluk
Stephen Vanderhoof
Charles Varga
Roy Vogel
Norman Walter
Regina Weinstein
Lawrence Whitehouse
Charles Wilkins
Robert Wurtzel
Frank Zaccaria

COOPERATIVE INDUSTRIAL EDUCATION COORDINATORS WORKSHOP

Please check the area represented by your present position.

CIE Coordinator _____ Other _____ (explain) _____

DO NOT SIGN

1. To what extent were the conference objectives accomplished? Circle One

   Completely Adequately Fairly Well Inadequate Not At All

2. What were your own main objectives: list one, two or three. (be brief)

   a.

   b.

   c.

3. To what extent were your personal objectives achieved? Circle One

   Completely Adequately Fairly Well Inedaquate Not At All

4. What were the workshop's strong points?

5. What were the workshop's weak points?

6. What suggestions do you have for improving this kind of workshop?

7. What was your reaction to the guest speakers?

Mr. John Wyllie
Remarks on the Past, Present and Future from the Bureau of Special Needs and Cooperative Industrial Education

Excellent Very Good Good Fair Poor

Mr. Adrian Van Zweden
View from the Local District on some Future Developments in Vocational Education

Excellent Very Good Good Fair Poor.

Mr. John Wanat
Cooperative Industrial Education Service Activities

Excellent Very Good Good Fair Poor

Dr. H. R. Cheshire
Cooperative Education as it relates to the Disadvantaged; Coordinated Vocational Academic Education

Excellent Very Good Good Fair Poor

8. What was your reaction to the group sessions? What did you personally gain from the group sessions?

Excellent Very Good Good Fair Poor

9. If new insights were gained, are they applicable to your CIE program?

Yes No If yes explain.

10. How would you rate the conference facilities?

Excellent Very Good Good Fair Poor

11. Is this a good location for future workshops?

Yes No

12. Do you have any suggestions for future workshops?

13. List any additional comments.

90 RESPONSES OUT OF A POTENTIAL 130

1. To what extent were the conference objectives accomplished?

Completely	11	Inadequate	1
Adequately	59	Not At All	0
Fairly	18		

2. What were your own main objectives?

a. Program guideline revision (3)
b. The law and Cooperative Industrial Education (2)
c. To be kept aware of current trends in CIE (14)
d. To be aware of and learn from other CIE coordinators' successes or failures (18)
e. Learn what the funding situation is for CIE (9)
f. To learn about the disadvantaged in CIE (4)
g. Learn new concepts, techniques, activities (10)
h. Learn more about Vocational Academic Education (1)
i. Gain information on a whole (22)
j. Learn about the Related Class Approach (9)
k. To get an overall view of CIE past, present and future (4)
l. Increase communication between State & Local Districts of CIE (6)
m. Learn about the Advisory Board and Public Relations (6)
n. Help develop a handbook for employees and others to explain CIE (1)
o. Merging of CIE and Career Education (1)
p. Ways to create a better understanding of Co-op students and their problems for the administration in the schools (1)
q. Discussion of labor regulations (1)
r. Learn more about CIE Phase III (3)
s. Find out calendar priorities for next year (1)

3. To what extent were your personal objectives achieved?

Completely	10	Inadequate	6
Adequately	45	Not At All	0
Fairly Well	27		

4. What were the workshop's strong points?

a. Direct answers to questions (1)
b. Well-organized facilities good (11)
c. Two meetings - Group A and B for open discussions (24)
d. Printed material (4)
e. Speakers (9)
f. Dr. Cheshire (12)
g. Presenting new and useful information (1)
h. Need of CIE (1)
i. Information about Career Education programs, the County Career Education Coordinator's Duties, WECEP programs, Visual Aid materials and public relations (3)
j. Exchange of ideas (3)
k. Past and Future of CIE (1)
l. Free participation
m. Gain information and Audio/Visual displays (5)
n. How to promote CIE programs (1)

5. What were the workshop's weak points?

a. Didn't resolve issues (1)
b. We are still asking for topics (1)
c. Need 2 days so more group discussions can be accomplished (16)
d. Morning session too long (1)
e. Lack of time for Dr. Cheshire (1)
f. Group too large (4)
g. Everything mentioned was for Track I and II programs (1)
h. Too many speeches (15)
i. Suggest earlier date - some schools closed this time (1)
j. Should have begun earlier in the day (1)
k. More school administrator's should be invited (1)
l. Need more State Department to answer questions (1)
m. Too much talk on Career Education (1)
n. Not enough discussions (1)

6. What suggestions do you have for improving this kind of workshop?

a. It should be held earlier (September or October) and announce dates early (5)
b. Should be held twice a year (1)
c. Smaller action groups (9)
d. Make it 2 days (1)
e. Have attendance mandatory for all CIE Coordinators (2)
f. More information and sample lessons for related class (1)
g. More time on discussion and forget all those talks (5)
h. A Track III program for the coordinators:
(1) Advisory Committee (2) Relative Class Material (1)
i. More specialized workshops (3)
j. Continue the improvement in getting handbooks for our use (1)
k. Have monthly workshop among 4 or 5 schools within a regional area (1)
l. Have NJ Panel of CIE Coordinators tell us what they are doing (1)
m. Invite principals to come and chat for about 30 minutes on CIE (1)
n. Have a person to teach method (1)
o. More interaction between coordinators - exchange of materials (1)
p. Lecture on Legalities of Program (1)
q. More methods, successes, failures in the program (1)
r. Keep it with no charge (1)
s. Shorten to 4 hours (1)

7. What was your reaction to the guest speakers?

Mr. John R. Wyllie
Director of Special Needs & Coop. Educ.
Division of Vocational Education
State Department of Education

Mr. Adrian Van Zweden
Director Career & Occupational Educ.
Wayne Hills High School

Mr. John A. Manat
Assistant Director
Center for Occupational Education
Jersey City State College
Jersey City, New Jersey 07305

Dr. H.R. Cheshire
Career Education Specialist
Georgia Southern College

The overall response to the speakers was very good.

8. What was your reaction to the group sessions? What did you personally gain from the group sessions?

Excellent	14
Very Good	35
Good	27
Fair	10
Poor	2

9. If new insights were gained, are they applicable to your C.I.E. program?

Yes	67
No	8

9. If new insights were gained, are they applicable to your CIE program. If Yes, explain.

a. Coordinators fed topics, problems, etc.; all germane.
b. Employer-Employee relationship method of getting youngsters into the program.
c. New ideas for communication were given which can be used in local situations.
d. Things are not as bad in my own LEA as in other districts.
e. Good suggestions on things we can do in our school district to promote CIE Vocational-Academic programs ideas.
f. Approach to directions and administrators.
g. Public Relations needed. Many suggestions noted.
h. The independent study approach to related subject.
i. Only to the extent that changes can be made without cost.
j. Track III needs help from your Center.
k. The second handbook and contacts.
l. Any program can be improved by comparison with other programs.
m. Ways of improving advisory committee.
n. Liked the charts Re: Van Zweden.
o. New methods of delivery of new material.
p. Funds available for handicapped students for skill training.
q. Didn't gain new insights - but different ways of using some ideas I knew about.
r. Some legalities of the program.
s. VICA, scheduling of related class, public relations.
t. To have college oriented students involved in CIE.
u. Better understanding of how to present the program to the administration.
v. Career Development.
w. Various methods selling CIE to the community.
x. Use of closed circuit, cable and UHF PP for cooperative education.
y. New ideas could be incorporated in our local programs.
z. Film, cassette use for Public Relations is excellent suggestions and also the evaluation procedure.
aa. Develop program for next year.

11. Is this a good location for future workshops?

Yes	75
No	3

12. Do you have any suggestions for future workshops?

a. This year's was planned, organized and meaningful - keep the coordinator's participating, group sessions, limit captive audience type of speakers.
b. How to action smaller groups.
c. You have excellent discussion topics to give central themes of workshop.
d. Useful information that could be put into practice or release to local school systems.
e. More information from State to City Superintendent.

f. More information on Related Class.
g. Make the workshop a 2-day affair and let's keep it primarily a workshop not a talk shop. Have round tables with a specialist at each table on particular phases of CIE.
h. Smaller group, workshops with special topics.
i. I feel any of the discussion topics would make a good subject for a series of workshops.
j. Limit topics and concentrate on getting meaningful results. Set them up for graduate credits.
k. More workshops.
l. Bring students who have been successful through the CIE program.
m. More visual aids.
n. Cover 2 topics one in A.M. and one in P.M.
o. Question and answer period, a chance to bring up our own problems and get help from group.
p. Maybe the location of the workshop could be changed year to year to please everyone.
q. Discussion of proper training and what laws are to be followed.
r. Hold earlier in the school year.
s. Smaller groups
t. Full discussion on labor, workmen's compensation and other related areas by key officials.
u. CIE III Workshop is needed badly.

13. List any additional comments.

a. Suggest this type of workshop be held early in October.
b. Very good conference
c. The principal-guidance counselors, or superintendents should be present.
d. There was nothing in the handbook passed out earlier in the year to help Track #3 coordinators. There is a need of information of how to get Track #3 students to jobs for interviews. It is of the most importance of Track #3 programs.
e. College credit should have been offered based on the quality of our speakers.
f. The meeting provides us with a chance to grow professionally by exchanging ideas.
g. Have 2 workshops.
h. More time for individuals to relate their experiences in CIE to benefit all.
i. Couldn't there be a continually updated manual of sorts available to new coordinators when they enter into this field?

State of New Jersey
JERSEY CITY STATE COLLEGE
JAMES H. MULLEN, PRESIDENT
JERSEY CITY, N. J. 07305

July 9, 1973

Dr. H. R. Cheshire
Career Development Specialist
Division of Continuing Education
and Public Services
Georgia Southern College
Statesboro, Georgia 30458

Dear Bill:

Thank you for the highly professional job you did for us at the workshop on June 8, 1973. We, as well as the State Department, have received numerous calls and letters expressing delight and enthusiasm with your motivating presentation at the workshop. In essence, you were the major highlight of that workshop. We've taken your material in total and are reproducing it along with all of the other presentations. We are having 500 copies printed and we will, of course, forward you a number of copies.

Once again, on behalf of the Center, State Department of Education, Division of Vocational Education, and all the C.I.E. Coordinators, including those who were unable to attend, I wish to express my sincere gratitude for the marvelous job you performed. Please keep up the high spirits -- they have proven to be contagious.

Sincerely,

John A Wanat

John A. Wanat
Assistant Director
Center for Occupational Education

JAW/pd

GEORGIA SOUTHERN COLLEGE
STATESBORO, GEORGIA 30458

Division of Continuing Education
And Public Services

Hilton T. Bonniwell, Director
Telephone: 764-6611

June 20, 1973

Mr. John R. Wyllie, Director
Bureau of Special Needs and
Cooperative Industrial Education
New Jersey State Department of Education
Trenton, New Jersey 08608

Dear Mr. Wyllie:

It was a pleasure meeting with you in Trenton on June 7, 1973 and with your coordinators in North Brunswick the next day. I learned many interesting things about your programs and vocational education in New Jersey.

Under separate cover I am forwarding to your office one set of the materials we use in the training program of CVAE for the State of Georgia. Please feel free to use the materials in any way you wish.

Sincerely,

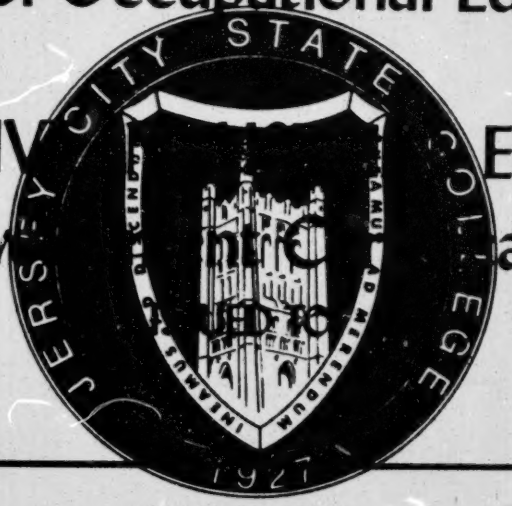
E. R. Cheshire
Career Development Specialist

jf

cc: Mr. John Wanat
Mr. Michael Klavon

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

JERSEY CITY STATE COLLEGE
Center for Occupational Education



COOPERATIV[illegible] EDUCATION
Dev[illegible]ate

JUNE 8, 1973

John R. Wyckoff
For the State Department

Carl W. Schwenger
For the C.I.E. Association

John A. Wanat
For Jersey City State College

COOPERATIVE INDUSTRIAL EDUCATION COORDINATORS WORKSHOP PARTICIPANTS

Sheldon Abrams
Director, Vocational Technical Education
West Morris Regional High District

Thomas Adams
CIE Coordinator
Boonton High School

Louis A. Altieri
CIE Coordinator
Montgomery Street School

Mrs. Dorothy S. Anderson
Dean of Educational Services
Jersey City State College

John Antolick
CIE Regional President
North Jersey

Mrs. Attles
Girls' Trade

Sam A. Ayoub
CIE Coordinator
South Plainfield High School
South Plainfield, NJ

Wayne A. Backes
CIE Coordinator
Morristown High School

Irene Bartz
Teacher- Coordinator
Green Brook High School

Joseph E. Beliveau
Coordinator
Union High School

Dr. James Bennett
Teacher Educator
Rutgers University

Jerry Berosh
CIE Coordinator
Overbrook School

Henry A. Biringer
W.E.C.E.P. Coordinator
Lakewood Middle School

William E. Blanken
CIE Coordinators
Matawan Regional High School

Robert Boose
Assistnat Director
State Department of Education
Bureau of Teacher Education & Acad. Cre

Jack Brooks
CIE Coordinator
Mountain High School

Edison Burden
Coordinator - CIE
Bridgewater High East

Nicholas Cammarano
CIE Coordinator
Shore Regional High School

Bernice Canpen
Union City, New Jersey

Edward Cantwell
CIE Coordinator
Linden High School

Paul Cardaciotto
Coordinator CIE
Trenton High - Voc. Div.

Cecile S. Cooper
Coordinator CIE
JF Kennedy High School

Samuel Cooper
Coordinator
Ridgefield Memorial High School

Dr. H.R. Cheshire
Georgia Southern College

Vito Cupoli
CIE Coordinator
Scotch Plains - Fanwood High School

Andrew Davis
Coordinator CIE
Ramapo Indian Hills High School

Thomas Decker
CIE Coordinator
Randolph High School

Harold Dicks
CIE Coordinator
Morris Hills High School

Leroy Dietz
CIE Coordinator
Westwood High School

Patricia Donnelly
Secretary
Center for Occupational Education

Warren E. Downey
Acting Director
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Personnell Development
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Walter Dzuroska
CIE Coordinator
Kearny High School

Richard English
Work-Coordinator
Franklin High School

Jacob Faasse
CIE Coordinator
Manchester Regional High

Thomas Fahey
Work-Coordinator
Franklin High

Sally Fargo
Secretary
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Anthony Fotiu
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Westfield Senior High School

Robert Galloway
Coordinator
Montgomery School

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N. State Dept. of Education
Div. of Voc. Education

Frank Gedrowicz
CIE Coordinator
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Livingston High School

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Coordinator
New Providence High School

Richard Hancock
CIE Coordinator
Cedar Ridge High School

Max Hartman
CIE Coordinator
Pompton Lakes High School

Vernon Heffern
Community Relations Specialist
USASCS
Fort Monmouth, NJ

Dr. Clarence Heyel
Glassboro State College

Jack Hoffner
President Elect
CIE Regional President
Southern Jersey

Peter Hoskey
CIE Teacher
Scotch Plains- Fanwood High School

Fred Houston
New York Audio Visual Corp.

Nate M. Jones
Coordinator
Trenton High School

Edward Kasky
CIE Coordinator
Neptune Senior High School

Beverley Kasper
Coordinator/Planner
Project C.O.E.D.

Hyman Kazin
CIE Coordinator
Dunellen High School

James Kearns
Center for Media Technology
Jersey City State College

John Kelly Jr.
Apprentice Coordinators
Essex Ct. Voc. Schools

Walter King
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Thomas Kirkup
CIE Coordinator
Plainfield High School

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Coordinator
Edison High School

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NJ Resource Center
Edison Eric Systems

James Lynch
CIE Coordinator
Edison & John P. Stevens High

Brian R. Mc Phillips
CIE Coordinator
Nutley High School

Glenn Mackay
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Hammonton Jr.-Sr. High

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Center for Media Technology
Jersey City State College

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Madison Township High School

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East Brunswick High School

Irving Mitzman
CIE Coordinator
Barringer High School

Jerome Morici
App. Coord. & CIE Coordinator
Passaic County Tech. Voc. High School

Paul Mozenter
Dir. Vocational Services for the Disadvantaged
State Dept. of Education
Div. of Vocational Education

Dr. James H. Mullen
President
Jersey City State College

Wilbur Nisenson
CIE Coordinator
Kearny High School

John F. O'Donnell. *Project Co-Director*
Supervisor
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PRESS RELEASE

_____ has recently participated in the first
(Your Name)
annual workshop for Cooperative Education Coordinators. The procedings were sponsored by the Center for Occupational Education at Jersey City State College in conjunction with the State Division of Vocational Education and the New Jersey Cooperative Industrial Education Association.

The objectives achieved at the workshop included setting up a calendar of events for the up-coming year for C.I.E. coordinators, and sharing of ideas developed by other states. Warren E. Downey, Acting Director of the Center for Occupational Education, introduced Dr. James H. Mullen, President of Jersey City State College, who opened the conference with a welcoming address. Mr. John R. Wyllie, Director of Special Needs and Cooperative Education for the Division of Vocational Education remarked on the past, present and future from the Bureau of Special Needs and Cooperative Industrial Education. John A. Wanat from Jersey City State College, the director of the workshop, addressed the coordinators on how the Center for Occupational Education will function as a service organization for Cooperative Industrial Education programs.

Adrian Van Zweden, the Director of Career and Occupational Education at Wayne Hills High School, spoke about some of the future developments he forsees in vocational education. The luncheon address was given by Dr. H.R. Cheshire from Georgia Southern College. He spoke on how Cooperative Education relates to the disadvantaged and particularly in regard to coordinated vocational academic education.

This workshop was quite productive in that it afforded the C.I.E. coordinators an opportunity to gain new insights into cooperative industrial education. All involved felt that this workshop furthered C.I.E. objectives and hoped that future workshops will accomplish as much.